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SOCIAL STUDIES AND SCIENCE



LESSONS 23-33

GRADE 3

ALBERTA CORRESPONDENCE SCHOOL
ALBERTA EDUCATION



Social Studies & Science 3

Unit 3

LESSONS 23 - 33



**Distance
Learning**

Alberta
EDUCATION

Social Studies and Science 3
Student Module
Unit 3
Lessons 23-33
Alberta Correspondence School
ISBN No. 0-7741-0192-X

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**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the **correct** label attached **must** be enclosed with **every lesson** submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed **Lesson Labels** must be checked for spelling and address details.

Please advise the Alberta Correspondence School promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Correspondence School. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the **lesson record forms** in the space provided for student name and address.

Check carefully to ensure that the **subject name, module number** and **lesson number** on each label corresponds exactly with the lesson you are submitting.

Labels are to be **peeled** off waxed backing paper and **stuck** on the lesson record form.

Only **one** label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR SCHOOL USE ONLY	
Date Lesson Submitted _____	(If label is missing or incorrect)	Assigned Teacher: _____	Student's Questions and Comments <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> LESSON MODULE FILE NUMBER COURSE NAME NAME ADDRESS </div> Please verify that preprinted label is for correct course and lesson.
Time Spent on Lesson _____	File Number _____	Lesson Grading: _____	
	Lesson Number _____	Additional Grading E/R/P Code _____	
		Mark _____	
		Graded by _____	
		Assignment Code: _____	Student name and Address When revised labels are received, place the correct new labels on your Lesson Record Forms.
		Date Lesson Received: _____	
		Lesson Recorded _____	
Teacher's Comments:		Correspondence Teacher _____	

Lesson Number
 Module Number (if applicable)
 Course Name and Number
 Student File Number
 Bar Code (same information as above)

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.



LESSON RECORD FORM
0303 Social Studies/Science
Unit III
Revised 88/06

Parent's or Supervisor's Comments:

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Assigned
Teacher: _____

Assignment
Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Science: _____

Health: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use
(If label is missing or incorrect)
File Number: _____
Lesson Number: _____
Date Lesson Submitted: _____

Grading Scale:
A - Very Satisfactory
B - Satisfactory
C - Needs Attention
D - Unsatisfactory

Apply Lesson Label Here

Name	Address	Postal Code
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Please verify that preprinted label is for correct course and lesson.

Teacher's Comments:
_____ Signature

ALBERTA CORRESPONDENCE SCHOOL
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2. POSTAGE REGULATIONS

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3. POSTAGE RATES

First Class

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FIRST DAY

Social Studies

Keeping Beauty in Nature

In the stories, the animals did their share to keep their homes safe.

We can help by keeping our communities beautiful and safe.

We can help save nature by not destroying it.

Sometimes children
and grownups like to
destroy things.



Flowers help to give beauty. We should not pick wild flowers.

You might ask, how does picking flowers help to destroy nature?

When you pick a wild flower, you do not kill the plant but each flower you pick has little seeds. These seeds would have made many new plants. The new plants would probably have become food for some animal.

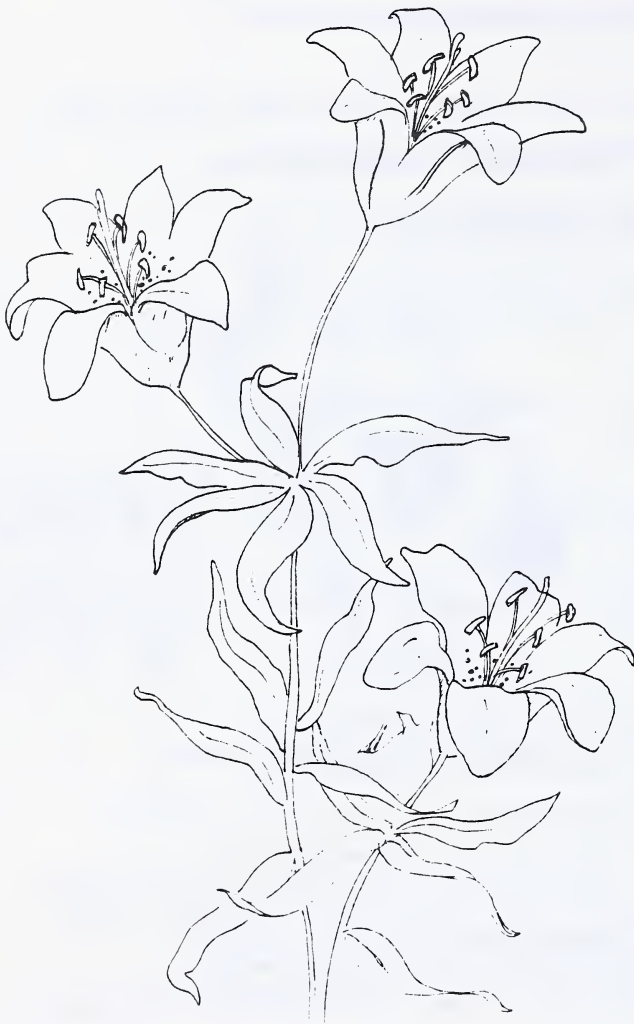
The more wild flowers you pick, the sooner the flowers will disappear.

Look around your yard and community for wild flowers.

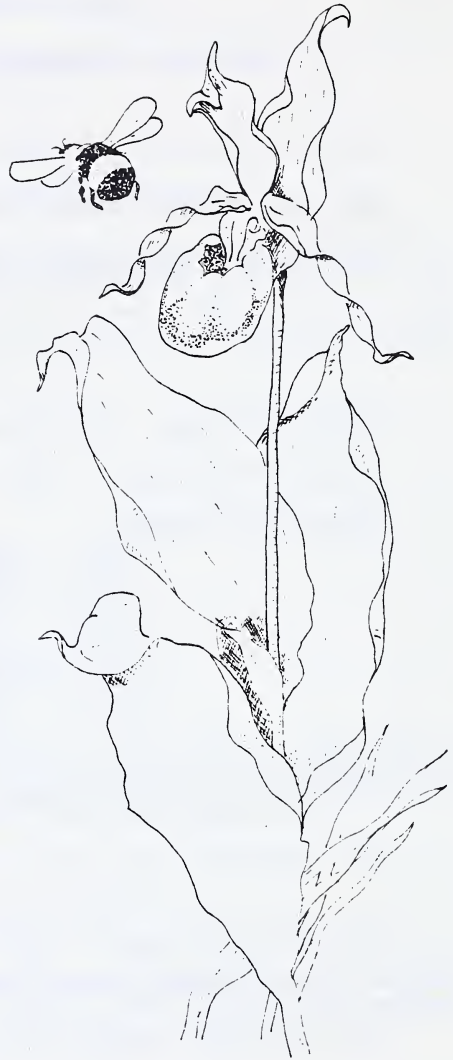
Name the flowers you found.

Which wild flowers are most common in your area?

Flowers that are very scarce now.



Tiger Lily or Prairie Lily



Lady's Slipper

1. Have you seen these flowers growing in your community? _____
2. Did these flowers ever grow in your community? (Ask your mother if you are not sure.)

3. How can you help save wild flowers?

SECOND DAY

Social Studies

Trees

You know that flowers help to add beauty to our yards, fields, and parks. Flowers provide food for some animals and insects.

Trees, too, help to add beauty to our yards and fields. They are useful to man and other living things.

Do you know how trees help people and other living things?

Trees can act like umbrellas during rainstorms. If you ever stood under a tree during a rainstorm, you would find that you could stay quite dry. (Don't try this if there is lightning as this could be dangerous.)

As rain falls on the trees raindrops fall on the leaves.

Some raindrops leak down between the leaves.

Some raindrops run down the trunks of the trees and into the soil.

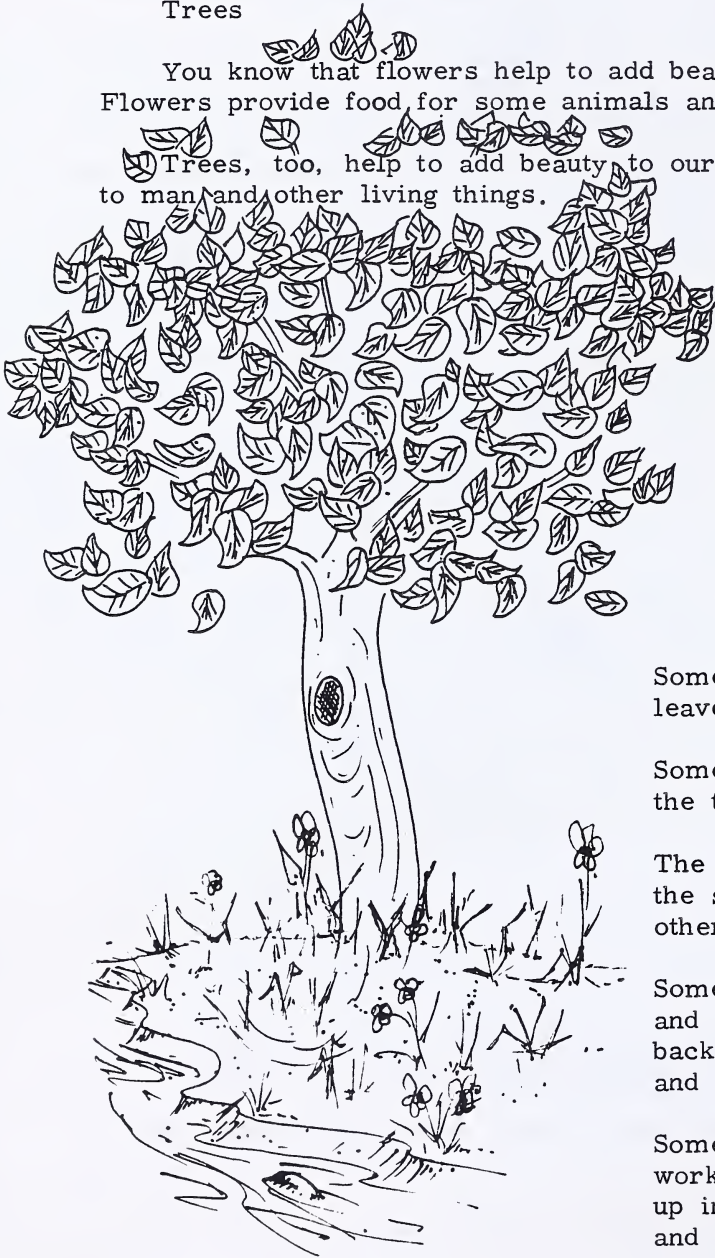
The trees will use some of the water in the soil to make food for themselves and other living things.

Some of the raindrops from the leaves and soil will evaporate. They move back up into the air. They form clouds and come down as rain again.

Some of the rainwater in the soil will work its way through the soil and come up in streams, ponds, sloughs, rivers, and lakes.

This water is used by man and all other living things.

Leafy, leaky green trees are important to us. They let a lot of water fall through the leaves and into the soil.



Trees help to keep the soil from washing away during heavy rainstorms.

Picture A



Picture B



Credit: Edgar Jones

Study Pictures A and B above.

1. How is Picture A different from Picture B?

2. Which picture shows that the soil is washing away into the creek?

3. Which picture would make a good community for animal life?

Underline the correct answer.

4. The creek will dry up sooner in (Picture A, Picture B).

SEND FOR CORRECTION

We can help keep nature beautiful by protecting our trees.

We can add to nature by planting trees.

Did you know that May 1 is Arbor Day? It is a day for planting trees.

On May 1, in Alberta many Grade 1 children receive a small tree which they plant. They have fun watching it grow.

You, too, can have fun watching a tree grow by planting a small tree of your very own.

To Do

A. Plant a small tree in your yard.

Steps in Planting a Tree

1. Dig a hole large enough to take all of the roots without crowding or tangling them.
2. Place the tree roots in the hole.
3. Fill the hole around the roots with soil.
4. With your feet carefully stamp the soil down around the tree.
5. Water your tree every day.

B. During a rainstorm you can test how the trees act as umbrellas.

Get 2 cans that are exactly the same size.

Put one can under a tree.

Put one in an open place.

Measure the water in each can after the storm is over.

If you weren't able to do this investigation, in which can do you think there will be more water? Tell your supervisor.

THIRD DAY

Social Studies

Finding Out How Trees Help Us

Today I want you to go out on a field trip. If you have a grove of trees or wooded lot near your home, take a trip through the woods.

Here are some of the things I want you to watch for.

1. animals
2. birds
3. insects
4. plants
5. noises

A. What did you see in the trees?

B. As you walked on the ground, how did it feel?

C. What was different about the air in the woods?

D. Are the woods near the highway?

E. Could you hear the noise of cars?

F. What other noises did you hear?

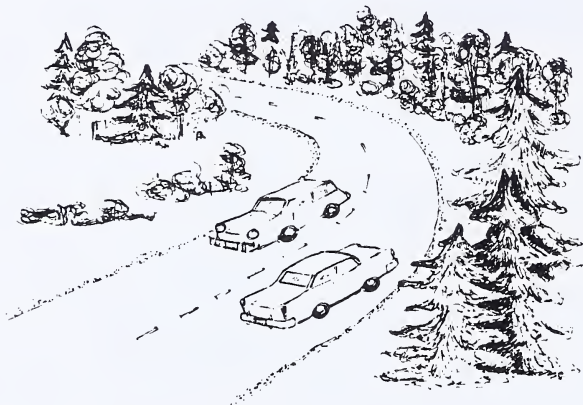
G. Did you find it cooler or hotter in the woods?

FOURTH DAY

Social Studies

How Trees Help Us

You may use today's lesson to help you check your answers from yesterday's field trip. Were you able to plant the tree? _____



When your tree grows big and tall, it will beautify your yard.

Trees help to beautify roadsides, too.

Trees help to cut down traffic noise.

Out in the country, trees help to prevent soil from blowing away.

A very important thing that trees can do is purify the air when it is polluted.

On hot, sunny days, trees help to make a place cool.

Another important way trees help us is by giving us wood for our homes. From trees we get paper for our books and scribblers.

Discuss with your supervisor what you think would happen if there were no trees on earth.

* * *

A. Look around your home. Make a list of all the things that came from wood.

B. Underline the answer you think is best.

1. Trees are important to people.

(I agree, I disagree, I strongly agree.)

2. Trees are important to animals.

(I agree, I disagree, I strongly agree.)

3. Plants are important to people and animals.

(I agree, I disagree, I strongly agree.)

FIFTH DAY

ART

What Happened?

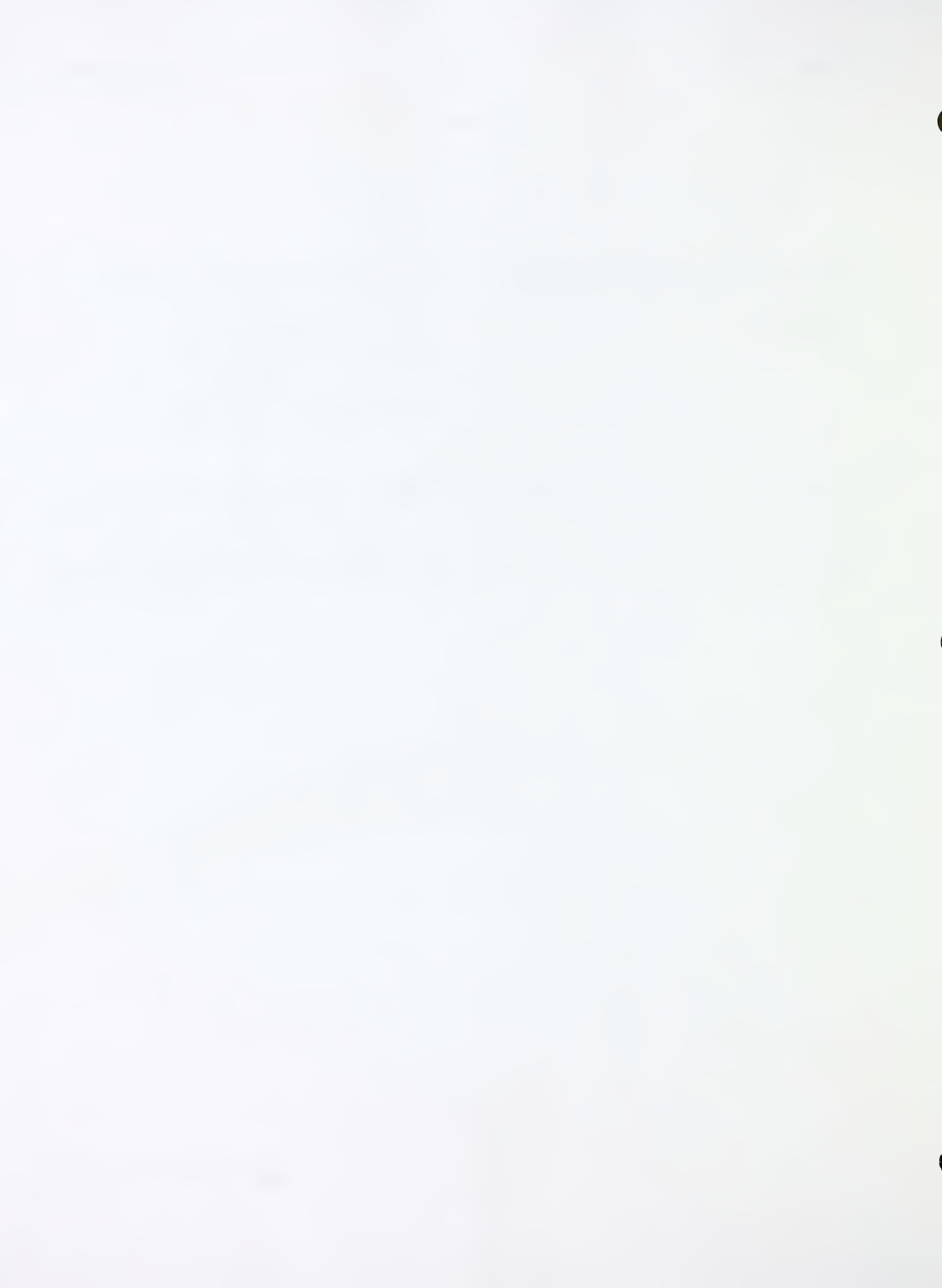
Today I should like you to make a picture which tells a story. Let's call it a "what happened" picture. In it you could tell what happened:

- At the playground.
- When you were in hospital.
- At the fair.
- At the lake.
- When you visited Grandma.
- When some visitors came.

Use crayons or paints, or both if you wish. Try to find a big piece of paper for your picture. Then you can make the important things large.

If you can, choose a happening that is exciting and interesting. Try to include people doing things. Show them moving. Be sure to show where your story happened.





LESSON RECORD FORM

0303 Social Studies/Science

Unit III

Revised 88/06

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Assignment
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Lesson Grading

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Health: _____

Art: _____

Neatness: _____

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FIRST DAY

Science

Concepts in Science 3, page 213

In the last unit you studied about animals. You learned to classify animals into their special groups.

All living things can be placed into two groups. Animals belong in the animal kingdom.

Plants are living things. They belong to the plant kingdom.

In this new unit we are going to study plants.

Look about your home and yard. Do you see any plants, trees, grass? How are they alike? Did you see that plants, trees and grass are green? Are there any plants that are different?

Earlier in the year you learned that plants need water, sunlight, soil, and air to grow. Green plants can do something special. They can make their own food.

Do you think there are some plants that can't make all their own food?

Look at the picture opposite page 213. It is a picture of a pitcher plant.

Read the story on page 213 about the strange pitcher plant.

Before You Go On

What did you find strange about the pitcher plant?

SEND FOR CORRECTION

Think about this statement. Discuss it with your supervisor.

Can a plant that eats insects be called a plant?

SECOND DAY

Science

Concepts in Science 3, page 214

Did you decide that a pitcher plant is a plant after all?

Read page 214.

Now check (✓) the answers that describe the pitcher plant.

	Yes	No
(a) The pitcher plant has no roots.		
(b) The pitcher plant has roots.		
(c) It grows in soil.		
(d) It has stems, leaves, flowers, fruit.		
(e) It makes some of its food.		
(f) Only green plants can make food.		
(g) It has some green-looking leaves.		

2. Did you check more Yes or No answers?

Is the pitcher plant a plant?

3. Tell how a chicken is different from a pitcher plant?

THIRD DAY

Science

Concepts in Science 3, page 215

What Makes a Plant Green

Look at the trees, grass, and house plants at home. Can you tell me how they are alike? They are green, aren't they? Have you ever wondered what makes a plant green? Is the green substance in the leaves or in the root of the plant?

You can find out by doing the investigation on page 215.

Ask your supervisor to help you with this investigation.

Did the leaves turn the alcohol green? _____

Did the roots turn the alcohol green? _____

The name of the substance that gives the plant its green color is chlorophyll (klɔ'fɪl'). Without chlorophyll a plant cannot make food.

Read page 216, The Green in a Plant. Then do the following exercise.

1. The pitcher plant looks more purple than green. It uses insects for food. In a sentence tell why it is classified as a plant.

2. Why is grass pale when it is under a rock for a week or two?

3. What is the name of the substance in green plants?

4. Make a list of green plants in your home and yard.

FOURTH DAY

Science

Concepts in Science 3

You have learned that green plants can make their own food. Do you think all plants are green? Can you think of any plants that aren't green?

Think of mushrooms. They are not green. Mushrooms grow in the woods and in damp places. Would you say that mushrooms are plants?

If you said that mushrooms are plants, you are right. Mushrooms are plants without chlorophyll. Mushrooms belong to the group of plants called fungi (fun-gī).

Fungi do not make their own food.
Fungi are a little like animals.
They must get food from some other plant or animal.

How do mushrooms get their food? How can plants grow without chlorophyll? The investigation on page 219 will tell you. Please do it.

This investigation will take several days. Observe the jars every day.

To Do

If you have any mushrooms at home or in your yard, pick one. Smell it. Do you think a mushroom smells like the green leaves? Do you think the mushroom smells like the soil? Tell me.

FIFTH DAY

ART

An Undersea Painting

Have you ever watched a TV program about life in the sea or seen photographs taken under water? If you have you know that there are many strange and colorful plants and animals living in the ocean. In places there are sunken ships, old anchors, sandbars, reefs, and dangerous rocks. Do you think you could make an undersea picture using some of these ideas? Here's what you will need:

1. a large sheet of paper. If you have no large paper, use the manila art paper which follows.
2. waxy crayons
3. paint

As you probably know, water and wax do not mix. You can use this idea to help you make an interesting picture.

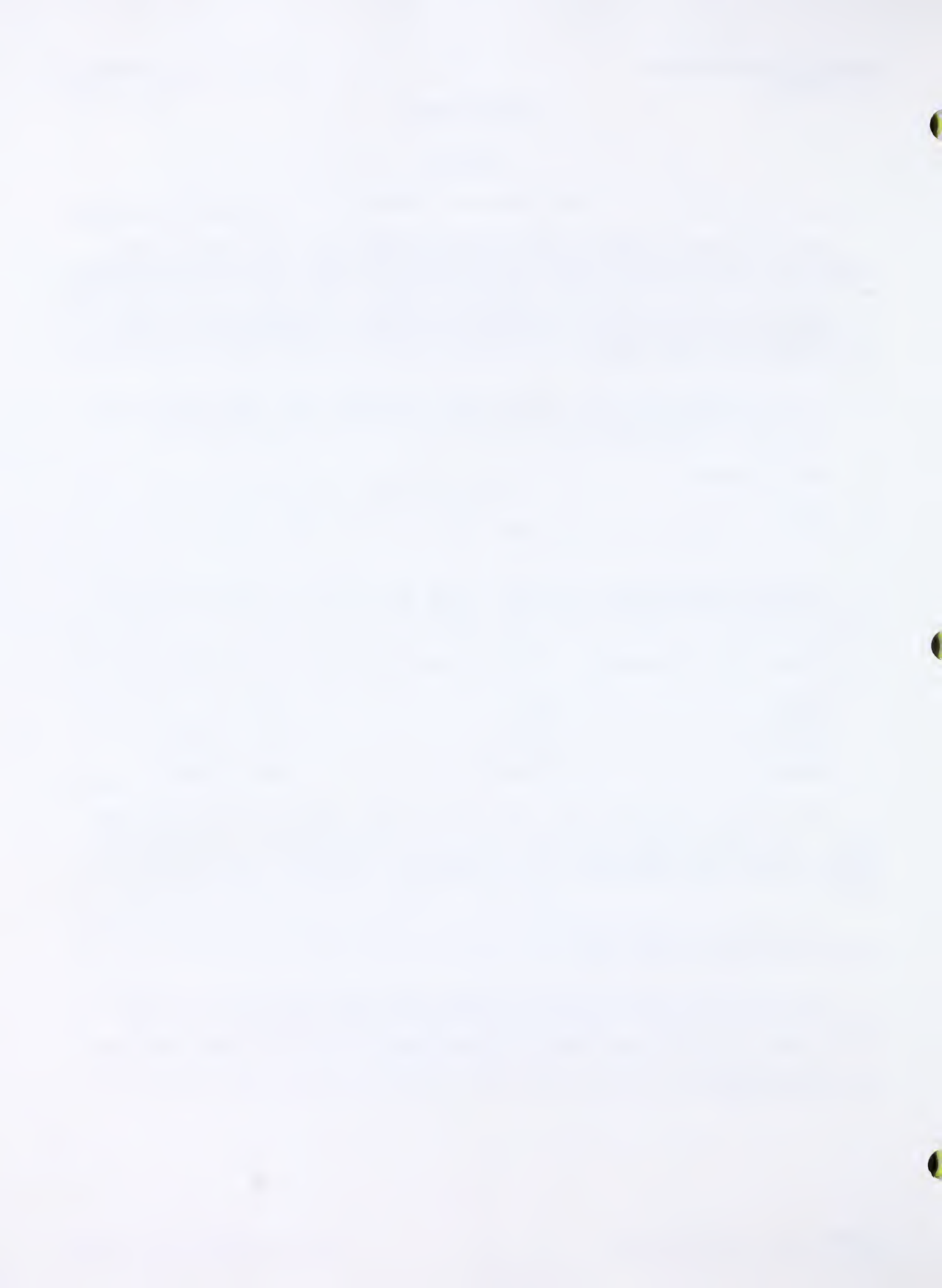
Begin with your crayon. Think of all the strange creatures in the sea.

fishes	squid	shrimp
lobster	clams	sea horses
snails	starfish	sea urchins
sponges	octopus	sea turtles

Make some creatures large and some small, some colorful and some dull. For some action you might show some fish chasing one another or show a skin diver spearing a fish, exploring a wrecked ship, or fighting a shark.

Remember to press heavily to get on a good layer of wax in the places which you want to stand out.

When you are ready, fill your brush with some paint that is rather watery (not too thick). Paint over the whole page beginning at the top. Don't worry if some does stick to waxy places. This will give the effect of a real undersea picture. The little streaks will give your picture an interesting finish.







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 Unit III
 Revised 88/06

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Assignment Code:	_____
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Lesson Grading	
Social Studies:	_____
Science:	_____
Health:	_____
Art:	_____
Neatness:	_____
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FIRST DAY

Social Studies

Let us review what is meant by pollution.

Pollution means making the water of lakes and rivers unclean.

Pollution means filling the air with gases, dust, noise, and smoke.

We can all help to cut down on pollution. This will help to save the beauty of nature.

You can begin by studying your own community.

Please complete this form.

Child's Name _____

Date: _____

Address _____

Is your community a

town?

city?

farm? _____

Underline the answer that describes your home location.

north of Edmonton

west of Edmonton

south of Edmonton

east of Edmonton

From where do you get your water?

well, lake, river, stream, dam _____

Is there anything near the water supply polluting it? _____

Which of these trees are growing on your land?

spruce, poplar, willow, fir, planted shrubs. _____

Name some of the birds in your community.

Name some of the animals in your community.

Name some of the wild flowers in your community.

Ask your supervisor if there are more or fewer birds in your community
this year as compared to 10 years ago.

Ask your supervisor if there are more or fewer animals in your community
this year as compared to 10 years ago.

SECOND DAY
Social Studies

Today you will be asked to be inspectors. This means you will be asked to look closely at the things in your yard.

Take this chart along on your inspection tour.

Place a check mark (✓) opposite the items that you found lying about in your yard.

cans	
bottles	
broken glass	
paper, gum wrappers	
newspapers, magazines	
old car	
broken toys	
plastic containers	
greasy rags	
old boards	
nails	
old tires	
sticks (popsicle etc.)	
dead animals	
dead birds	
dead trees	

Study the chart you completed. Then underline the word or words that best describe your yard.

1. My yard

is polluted, has some pollution, is very clean.

* * *

2. What can you do to help keep your yard clean? Try to give 2 ways in which you can help clean up the yard.

THIRD DAY

Social Studies

Keeping Our Community Pollution-Free

Here is a list of ways to keep our communities clean. Check the ones that you and your family follow.

	Do	Don't
Throw away burning matches and cigarette butts	<input type="checkbox"/>	<input type="checkbox"/>
Use returnable pop cans and pop bottles	<input type="checkbox"/>	<input type="checkbox"/>
Crush empty cans and boxes before putting them in the garbage	<input type="checkbox"/>	<input type="checkbox"/>
Feed birds, care for trees, plant young trees	<input type="checkbox"/>	<input type="checkbox"/>
Parents use low-lead or unleaded gasoline in the car. (Ask your parents about this.)	<input type="checkbox"/>	<input type="checkbox"/>
Family uses low-phosphate detergents. (Check the detergent box.)	<input type="checkbox"/>	<input type="checkbox"/>
Clean up litter when you see it	<input type="checkbox"/>	<input type="checkbox"/>
Leave campgrounds clean	<input type="checkbox"/>	<input type="checkbox"/>
Save old newspapers and magazines	<input type="checkbox"/>	<input type="checkbox"/>
When you travel, throw litter and garbage on highways	<input type="checkbox"/>	<input type="checkbox"/>
Dump garbage into sloughs or rivers	<input type="checkbox"/>	<input type="checkbox"/>
Bury old tins, and other garbage	<input type="checkbox"/>	<input type="checkbox"/>

To Do

Place some empty cans in a large paper bag. How many cans could you place in the bag?

Take the cans out of the bag.

Crush the cans with a hammer. Place them again in the large paper bag. Which cans took up less room?

ART

Paper Sculpture

Today for your art you will need the following.

1. At least 2 sheets of newspaper from which strips and shapes can be cut or torn.
2. A large piece of colored construction paper. (If you haven't one, use the blue page that follows.)
3. Paste
4. Scissors
5. Two or three pieces of colored paper. These might be obtained by cutting pieces from magazines.

I should like you to use the above materials to make a three-dimensional picture. This means a picture from which objects stand out.

Begin by tearing or cutting some pieces of paper from one of your newspapers. Experiment with the paper. Try making a number of shapes by doing the following:

- Roll the paper into tube or cone.
- Make a spiral with it by cutting in toward the center.
- Pleat it.
- Make a box of it.
- Use your pencil to curl it.

Do any of your shapes give you an idea for an imaginary animal or bird? Think about a creature you could make. Perhaps it could be something from outer space. Or it could be an animal from ages past.

Could the largest or most important shape be the body? Think where and how you could paste it on your colored construction paper. Remember that it should stand out from the page.

Now think about your creature's head. What shape can you make this part? Will the head be long or short, large or small? Would any of the shapes you made do for a head? Perhaps you will need to make another shape that would be more suitable.

Will your creature have legs, wings, a beak, or a tail? Will the legs be thick or thin?

How many legs will you need? The legs and tail could hang freely from the body.

You may have to extend the head, legs and tail off the page. If you do this, be sure the parts off the paper are strong.

The small colored scraps of paper can be used for eyes, teeth, ears, feet, beak. Use other small scraps of color to decorate your creature. These trimmings should make your picture special. Whatever you have made, try to make people say, "Isn't that unusual?"

Since it may be difficult to place your art in an envelope, you need not send it unless you wish to. If you do not send it, please tell me about it in the space below. Send this page for me to see.



FOURTH DAY

Social Studies

Recycling

What do you think would happen if we just kept on throwing cans, bottles and papers outside? What do you think would happen if we always left all kinds of solid wastes lying around?

If you said that there would be no room for people you would be right.

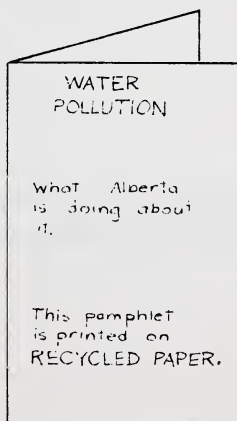
We can do away with some of the pollution by recycling.

Recycling means using materials over and over again to save waste.



When we use materials over and over again we can help save some of the things nature gives us.

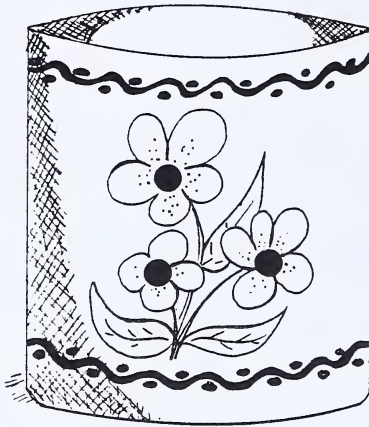
Here is a pamphlet I received in the mail. It shows that a material was used over again. We say that the material was recycled.



What material was used here?

What natural resource do we save by recycling paper?

To Do



You can recycle cans too. Use an empty soup can. Paste wall paper on your can, or paste a pretty--colored paper on the can. If you wish you may paint the can. Paint designs on the can. You may use your recycled can as a pencil holder. You could use the can as a spoon and fork holder.



Save frozen juice tins. Remove both ends of the can. Paint the can a bright color. Paste flower designs on it. You may use silver or gold paper designs on the can.



Use this can as a napkin ring.

Use colored dinner-size paper napkins. Roll a knife, spoon, and fork in the napkin. Slip on your napkin ring.

Collect pop-bottle tops. Nail them close together on a board. Be sure that the open ends of the bottle tops are up. Use your bottle-top board as a shoe cleaner outside the door.

Look around your home and yard.

See what containers you can recycle into useful containers.

Draw pictures showing the things you recycled. Be sure to tell what use you will make of each recycled item.

FIFTH DAY

Social Studies

Collection Day

Start a collection club. You will not only help to keep your community clean, but you will be able to earn some money too.

Find out what firms will take scrap paper, or scrap metal in your community.

1. Collect all old newspapers, rags, and cardboard. (Did you know that rags can be used to make new paper or roof shingles?)
2. Collect all returnable bottles and pop cans.
3. Collect all magazines that you have. Donate them to a hospital or an old age home. (Most scrap paper dealers do not take magazines because the paper is coated with plastic and cannot be easily recycled.)
4. Make posters telling people what you are doing to prevent pollution. Send a poster for me to see.

Note:

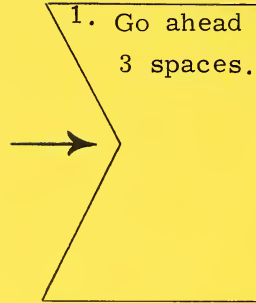
On pages 13 and 14 you will find a game.
Match block 1 and block 2.
Paste the pages together.

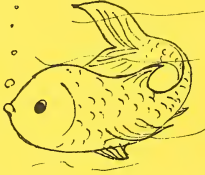
Have fun!




Here is a game you can play.
It helps to remind us about litter
and pollution.

START
HERE



<p>7. You use returnable pop cans. Go ahead 3 spaces.</p>	<p>6. </p>	<p>5. You use returnable pop bottles. Go ahead 3 spaces.</p>	<p>4. Stop and rest.</p>
----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	------------------------------

8.
Lady's Slipper


9.
You threw away
a pull ring from
a can of pop.

Go back 1 space.

10.
You put out food
for the birds.


Go ahead 1 Space.

How to Play

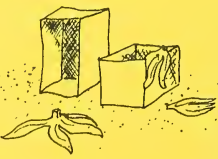
Get 3 bottle caps. Mark them like this.

Get a different colored button for each player.

Put the 3 bottle caps in a paper bag. Each player takes his turn to reach into the bag and take out one bottle cap. The number on the bottle cap tells you how far along the path you may move your button.



The first one to reach the CLEAN COMMUNITY is the winner.

<p>11. </p>	<p>12. You dropped litter on the highway. Go back 4 Spaces.</p>	<p>13. You saved newspapers to recycle. Go ahead 2 Spaces.</p>
----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

2.

You left a
campfire
burning.

(Start Over.)

3.



ECOLOGY

PATH

To

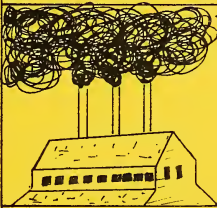
a

CLEAN COMMUNITY

16.

You picked
wild flowers.

Go back 5 Spaces.



15.

You burned trash
and garbage in
the open.

Go back 3 spaces

17.

You picked
up litter in the
yard.

Go ahead 2 spaces.

18.

You planted a
tree.

Go ahead 3 Spaces.

19.



22.

Dumped garbage
in a nearby stream.

Go back 1 Space.

21.



20.

You crushed empty
cans and boxes.

Go Ahead 1 space.

23.





LESSON RECORD FORM

0303 Social Studies/Science

Unit III

Revised 88/06

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Assignment
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Art: _____

Neatness: _____

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ALBERTA CORRESPONDENCE SCHOOL

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FIRST DAY

Science

Concepts in Science 3, page 220

Before we begin the lesson check the investigation you did with the three slices of bread.

Tell me what you see.

In which jar do you see something growing on the bread?

Which jar seems to have more of the growing things?

Which jar has none?

What do you think is growing on the bread?

Mold is growing on the bread.

Now take the piece of bread that has mold on it. Use your magnifying glass to look at the bread mold. What do you see? Do you see many tiny threads? Does your bread mold look something like the picture on page 220?

Read page 220 to find 3 things the mold needs in order to grow.

Write down the 3 things mold needs in order to grow.

Look at your bread mold again. Does some of the mold look like the picture on page 221?

All those round balls are really ripe mold. They are like seeds. We call them spores. By changing into spores the mold can make more of its own kind.

Read pages 221 and 222.

Now underline the correct word to make each statement correct.

1. (a) The mold changes into (chlorophyll, spore cases.)
(b) If a spore lands on some bread, a new (mold plant, green plant) will grow.
(c) Spores take food from the (air, bread).
(d) Mold plants need warmth, moisture, and (food, light) to grow.

2. List some foods on which you have seen mold grow.

SECOND DAY

Science

Concepts in Science 3, page 223

You have learned that bread mold is a fungus. It takes food from bread.

Think about the mushrooms again. You know that mushrooms are plants. They are not green so they cannot make their own food.

Where do you think mushrooms get their food?

Do you think that mushrooms are like the spore cases of the bread mold? Study the picture of the mushrooms on page 223.

Read pages 223 and 224.

To Do

Explore the woods and your yard.

Do you see any mushrooms growing? _____

If you can't go outdoors, look at the pictures of the mushrooms on page 224.

Where are the mushrooms growing? _____

Why do you think mushrooms are like bread mold?

THIRD DAY

Science

Concepts in Science 3

Have you ever looked at a package of dry yeast? It looks like little round balls. Do these tiny yeast balls make you think of spores?

Let's try an investigation with the yeast.

Dissolve 2 teaspoonsful of sugar in half a cup of warm water. Now add the package of yeast. Stir until the tiny yeast plants are mixed with the solution.

Leave in a warm place and watch. (In ten minutes you should see a change.) Tell me what you saw.

Did your yeast plants look like the yeast buds on page 225?

Read pages 225 and 226.

Check (✓) the true statements.

- a. Bread mold, mushrooms and yeast are plants. _____
- b. Bread mold, mushrooms and yeast are fungi. _____
- c. Fungi are plants. _____
- d. Fungi have no chlorophyll. _____
- e. Fungi cannot make their own food. _____
- f. Mushrooms that grow on trees use food made by the tree. _____

Choose the correct word or words from the brackets to complete these statements. (food, dark, from other plants)

- 1. Plants without green grow well in the _____
- 2. Green plants can make their own _____
- 3. Plants without green get their food _____

On Your Own

Add a plant section to your animal scrapbook. Have one section for green plants. Have one section for plants that are not green.

FOURTH DAY

Science

Concepts in Science 3, page 228.

Study the pictures on page 228.

Did all these things come from green plants?

What would you find in the pod, cone, and on the fern leaf?

In what two ways are the things in the picture alike?

Read page 228 to see if you guessed right.

1. Now write down the two ways that the things in the picture are alike.

Would you say that most plants grow from seeds? Would you say that only flowering plants have seeds?

Read page 229, Flowering Plants. As you read each point, study the picture on the page. Do you see how the apple came from the flower?

Have you seen any plants in your garden similar to the apple tree? _____

Is the tomato plant similar to the apple tree? _____

2. Name some of the plants that come from seeds.

3. Would you say that plants can make more of their own kind?

On Your Own

1. If you have a fern plant, take a fern leaf off it.

Study it using the magnifying glass.

What do you see on the back of the fern leaf?

Press the back of the fern leaf on paper.

Look for specks on the paper. What are these?

2. In your plant section in the scrapbook, add a section for

Plants with Seeds

Plants without Seeds.

Write the names of plants with seeds or without seeds. Look about your yard for different kinds of plants.

3. Do some investigating on your own. Look at different flowers in your yard. Touch the stamens. Do they all have pollen?

FIFTH DAY

Concepts in Science 3, page 230

What Is Inside a Flower

You learned that seeds grow on flowering plants. You can find out what made the seeds grow by finding out about the inside of a flower.

If it is summer time and there are flowers in your yard, go out and pick one. Try to get a good-sized flower. A petunia, rose, or lily are good for the investigation on page 230. Do exactly what the investigation tells you to do.

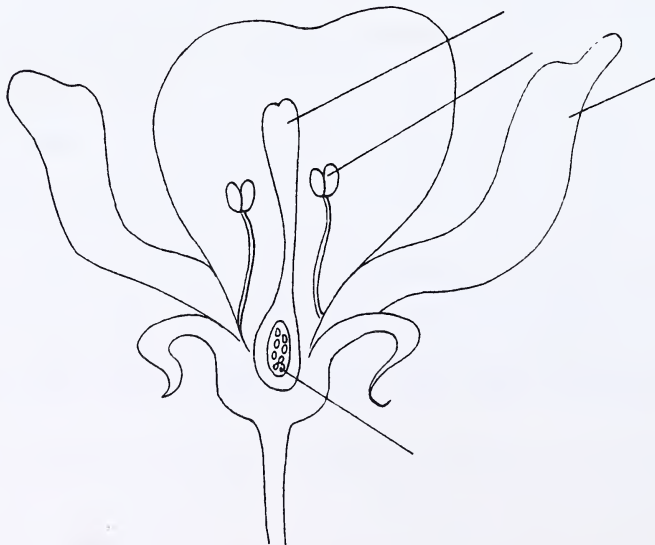
Were you able to find all the different parts of the flower? _____

What color was the pollen? _____ Rub some pollen between your fingers. How does it feel? _____

On Your Own

Look at your flower again. If you haven't a real flower, study the flower on page 230.

Find the stamen, pistil, ovules, and petals on the flower shown here. Write the names of the parts of the flower on this illustration.



Ask your supervisor to check your work for you.

Were you able to find the ovules (ō vūles) in the flower? _____
They look like round seeds. They are not seeds yet. Something has
to happen before they will grow into seeds. Do you know what has to
happen?

The flower must be pollinated (pol' lin ā ted).

Read with your supervisor, Parts of a Flower, page 231.

Tell 2 ways in which flowers can be pollinated.

Study the picture of the Enlarged Pistil, on page 231.

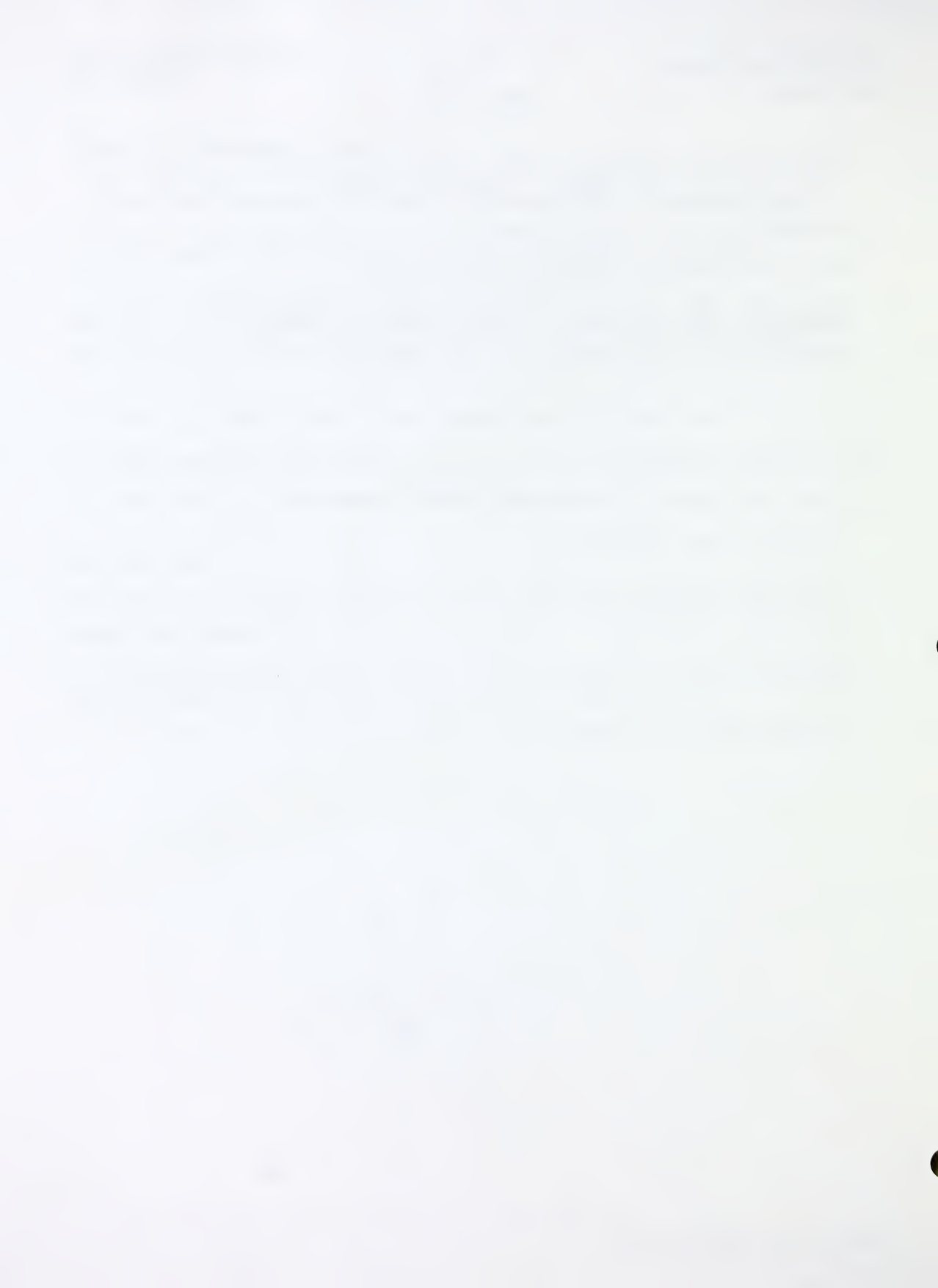
Complete these sentences.

The pollen grain moves down to the _____

The ovule grows into a _____

The pistil holds the plant's _____

Flowers that are pollinated have _____



LESSON RECORD FORM

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Unit III

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FIRST DAY

Science

Concepts in Science 3, page 232

Plants with Cones

Look at the pictures at the bottom of page 232.

Discuss the following questions with your supervisor.

- a. Have you seen cones like that?
- b. Where did you see them?
- c. Why do you think trees have cones?
- d. Do you think the cones have seeds in them?

Read, Plants with Cones, page 232.

To Do

Have you any pine trees near your home? If you do, go out and find a pollen cone and a seed cone. (A pollen cone is smaller than a seed cone.)

Shake a pollen cone in a paper bag carefully. Use your magnifying glass to look at the pollen.

1. Tell me what you saw.

2. Why do you think a tree needs so many seeds?

3. How does the pollen from the pollen cone get to the seed cone?

Underline the correct answer.

1. Most green plants begin from (seeds, spores).
2. Most seeds begin (on cones, in flowers).

SECOND DAY

Science

Concepts in Science 3, page 236

Today we are going to study about plants with tubes and plants without tubes.

Have you ever seen plants with tubes? Would you say that trees are plants with tubes? If you did you are correct.

Do you think most plants have tubes?

Do you think some plants don't have tubes?

If you have some celery at home, take a stem and cut across it. Look at it with your magnifying glass. Can you see any openings in it?

Look at the pictures of stems at the bottom of page 236. These pictures show the inside of stems.

Does the celery stem look like the stems on page 236? Can you see openings to the long tubes in three of the plants?

Which stem has no tubes? If you said the stem of the moss plant has no tubes, you are right.

Trees, fern, corn, have tubes in them. Trees are very, very tall. They grow from year to year. The trees take minerals and water from the soil. How does the water get all the way up to the top of a tall tree?

Do the investigations on page 237 to find out how water moves up.

Watch the two glasses.

Does the liquid move up all the way to the top of each blotter?

Does this investigation make you think of the investigation with the colored water and celery? The colored water moves up the celery stem. Would you say that a celery plant is a plant with a tube? You are right if you said, yes.

On Your Own

Think of as many plants as you can that you think have tubes.

THIRD DAY

Science

Concepts in Science 3, pages 238, 239, 240.

From your investigation yesterday, did you learn that plant tubes carry water and food up to the top of the plant?

Study the pictures on page 238. Do both stems have openings to long tubes?

Read page 238, Plants with Tubes.

Make a list of some of the plants with tubes.

Can you think of any plants that have no tubes? If you have time go out to the woods and pick some moss off a tree. Look at the moss. Do you think it has tubes?

Touch the moss.

Tell me how it feels. _____

Smell it. Tell me what you noticed. _____

How do you think the moss plant gets water? _____

Read pages 239 and 240, Plants Without Tubes.

FOURTH DAY

Concepts in Science 3, page 230

Study the parts of the flower on page 230. Then draw a flower. You can make your flower look like a wild rose. Name the stamen, pistil, pollen and petals in your drawing.

A. Which makes each sentence true, (a) or (b)? Circle the correct one.

1. There are more green plants
 - (a) with flowers.
 - (b) with cones.
2. Most green plants
 - (a) have no tubes.
 - (b) have tubes.
3. All green plants
 - (a) can grow in the dark.
 - (b) need energy from sunlight.
4. Flowers that bloom produce
 - (a) seeds.
 - (b) fungi.

ART

Look and Feel

Do you like to feel things? Do you like to stroke the soft fur of a kitten or rub your fingers over the mossy bark of a tree? Have you noticed how different soft things look from rough ones? We can feel the differences between fuzzy yarn, smooth buttons, knobby nails and scraps of cloth. We say each thing has a different texture or "feel". Today you are to make a picture or design using things that have different textures.

First ask your supervisor for a piece of loosely woven material, such as curtain net, veiling, burlap sacking, or whatever she can find. Cut the material the same size as the page of stiff paper following this lesson. Glue or sew the material to the stiff page.

Now see what you can find to make your design or picture. If you live in a lumber camp you might collect curls of shavings, strips of bark, or sawdust. Here are other suggestions: seeds, small beads, buttons, tooth-picks, rice, macaroni, or any other treasures you may have on hand. Try to arrange these in a pleasing manner. Try many arrangements until you find one that pleases you. Have them overlap, or placed side by side. Some could be placed on top of one another. When you are satisfied with what you have planned, use a good strong glue, such as Lepage glue or rubber cement, to fasten your arrangements in place. I think you will be delighted with your picture.

You may protect your picture by covering the whole page with plastic or transparent tissue paper. Print your name and file number on the back of the page and send your picture for me to see.

FIFTH DAY

Concepts in Science 3, pages 242 and 243

Today we are going to review this section on living things.

Turn to page 242 and 243 in your textbook. Study the pictures. Use the names of the things in the pictures to answer the following questions.

- (1) Write the names of the living things under these two headings.

Animals

Plants

grasshopper

fern

- (2) List the names of the animals that are Vertebrates and Invertebrates.

Vertebrates

Invertebrates

- (3) List names of green plants and plants that are not green.

Green Plants

Plants that are not Green

(4) List names of plants with seeds and without seeds.

With Seeds

Without Seeds

(5) List names of plants with tubes and without tubes.

With Tubes

Without Tubes

SEND FOR CORRECTION

Read the BIG IDEA to your supervisor.



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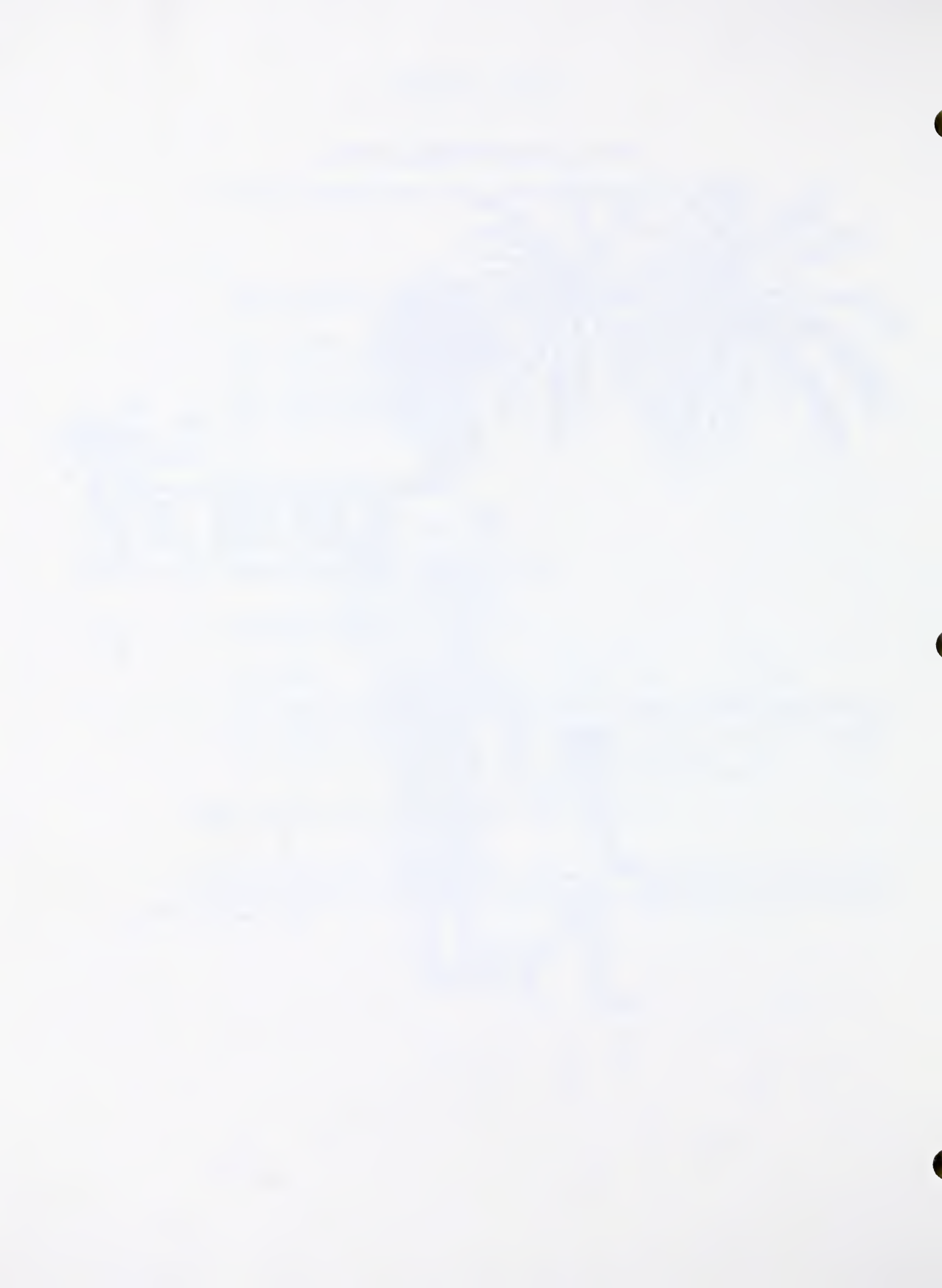
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SOCIAL STUDIES

A Visit to Nigeria





FIRST DAY

Social Studies

Preparing to Visit a Country Outside of Canada

Do you remember what a community is? It is the place where you and your parents live. It is the place where your parents make a living.

In Social Studies you have studied about your community and communities near you. You also visited an Eskimo community in the Far North, in our country of Canada.

In the next few days you are going to travel to Africa and visit communities in Africa.

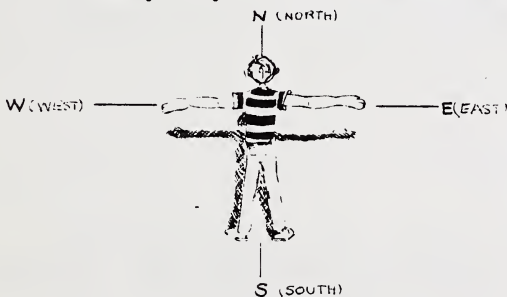
Before you make the trip you should study maps in order to get a better idea as to how you would get to Africa from Canada.

An important part in reading and understanding maps is being able to tell directions.

The important directions are North, South, East, and West.

Can you tell which direction is North, South, East, and West?

An easy way to find direction is to have the sun help you.



In this picture the boy is standing with his back to the sun. It is noon or midday. At noon the direction of the sun from the boy's back is exactly south.

From the picture tell me:

1. (a) In what direction is the boy's left hand pointing? _____
- (b) In what direction is the boy's right hand pointing? _____
- (c) In what direction is the boy facing? _____

2. Underline the correct answer.

(a) The boy's shadow would point (exactly west, exactly north,
exactly south) when the sun is at midday.

* * *

These are the answers you should have given.

1. (a) west (b) east (c) north

2. (a) exactly north



Here is a map of our country, Canada. We live in the province of Alberta. Find Alberta on the map. Look at the map closely.

Do the following.

- A. Underline the name of the province that is to the west of Alberta.
Saskatchewan, Manitoba, British Columbia
- B. Underline the name of the province that is to the east of Alberta.
Saskatchewan, Manitoba, British Columbia
- C. Underline the name of the country that is south of Alberta.
United States of America, Vancouver

D. Circle the correct answer.

The Eskimos live (east, west, north, south) of Alberta.

E. There is an ocean, (big sea of water) on the east side of Alberta.

Yes, No (Circle the correct answer.)

F. On the map of Canada, find Alberta. Print the words My Home, to show me where you live.

SEND FOR ME TO SEE

On Your Own

If the sun is shining today, go outdoors and try telling directions using the sun. Be sure to watch your shadow.

You may draw a picture of what you saw.

Remember to put the directions,

North, South, East, West in your picture.

SECOND DAY

Social Studies

In a few days we are going to travel to the continent of Africa.

A continent is a large land area. It has lakes, rivers and mountains on it. We live on the continent of North America. There are seven large continents in the world. We can find the seven continents by studying the map of the world. (See page 7.)

Remember that the world is round, but if we could stretch out all the continents of the world to lie flat, we would have a map like the one on the next page.

Use the map on page 7 to find Canada.

1. (a) Write the name of the continent that Canada is in.

- (b) Write the name of the continent that Alberta is in.

Find the continent of Africa.

- (c) Write the name of the country shown on the continent of Africa.

(There are many other countries in Africa but only Nigeria (Nī jēr ia) is shown because Nigeria is the country we are going to visit.)

Look again at the map of the world.

- (d) Write the name of the ocean (big sea) that is on the west side of Africa.

- (e) Write the name of the ocean that is on the east side of Africa.

2. Find the line showing the Equator.
Use a string to measure the distance Alberta is from the Equator.
Then measure the distance Nigeria is from the Equator.
- (a) Tell me which place is closer to the Equator. _____
- (b) Which place is farther away from the Equator? _____
- (c) Tell me where you think it would be warmer, Nigeria or Alberta.

3. Suppose you had a chance to visit Nigeria.
- (a) Tell me how you would travel to reach Nigeria.

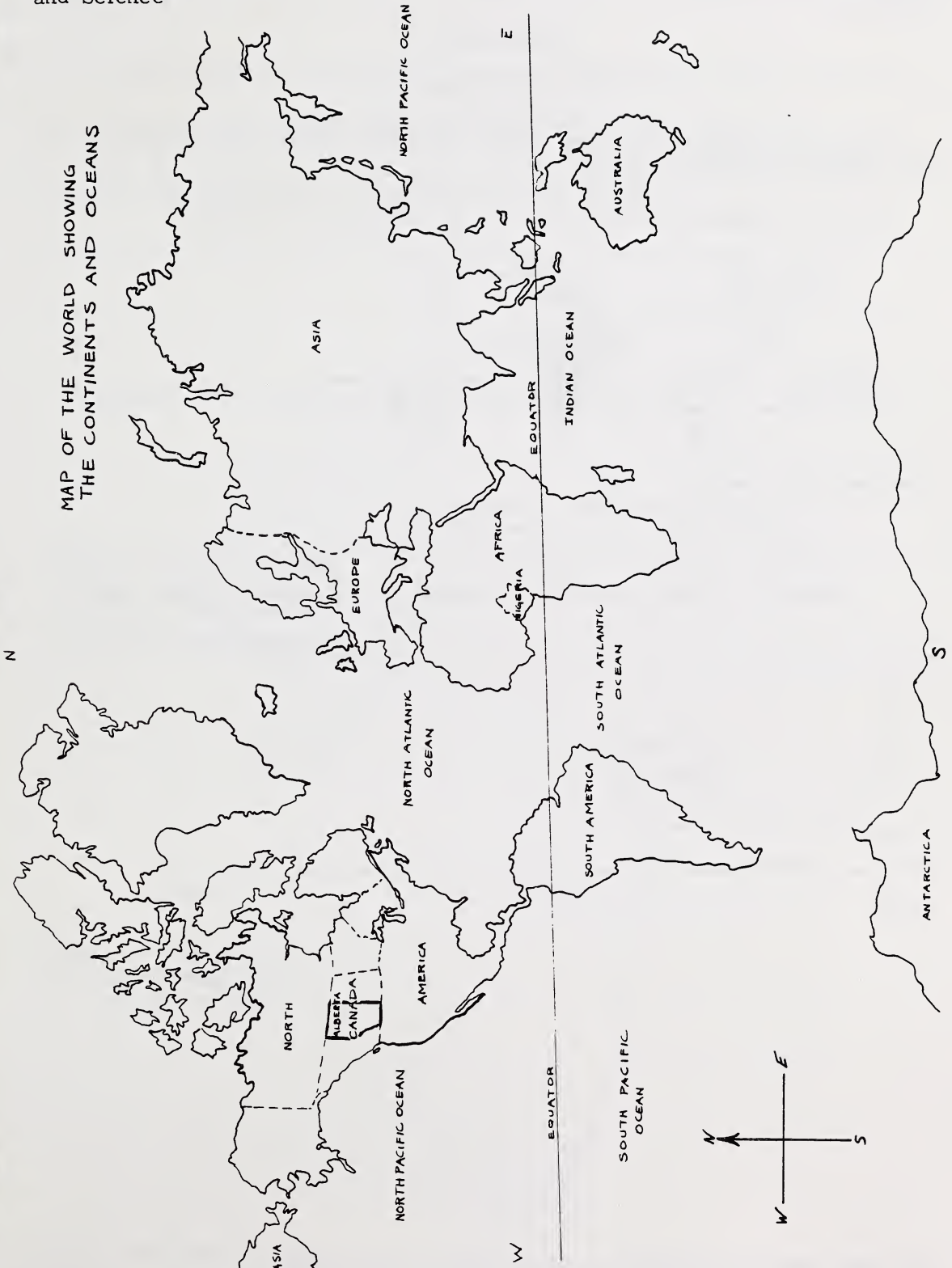
- (b) If you can think of another means of transportation that can be used tell me. _____
- (c) In which direction would you travel from Alberta to reach Nigeria?

SEND FOR ME TO SEE

On Your Own

On the map of the world, you may draw pictures of the transportation methods you would use to travel to Nigeria.

MAP OF THE WORLD SHOWING
THE CONTINENTS AND OCEANS

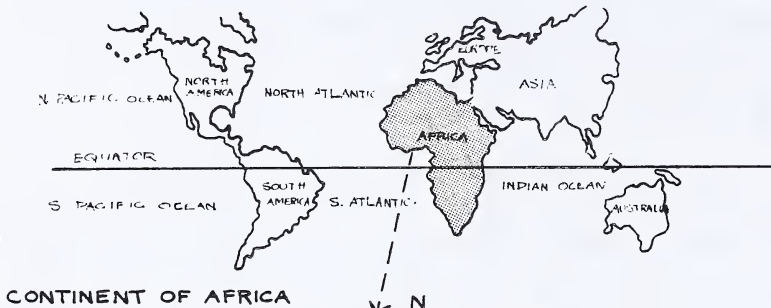


THIRD DAY

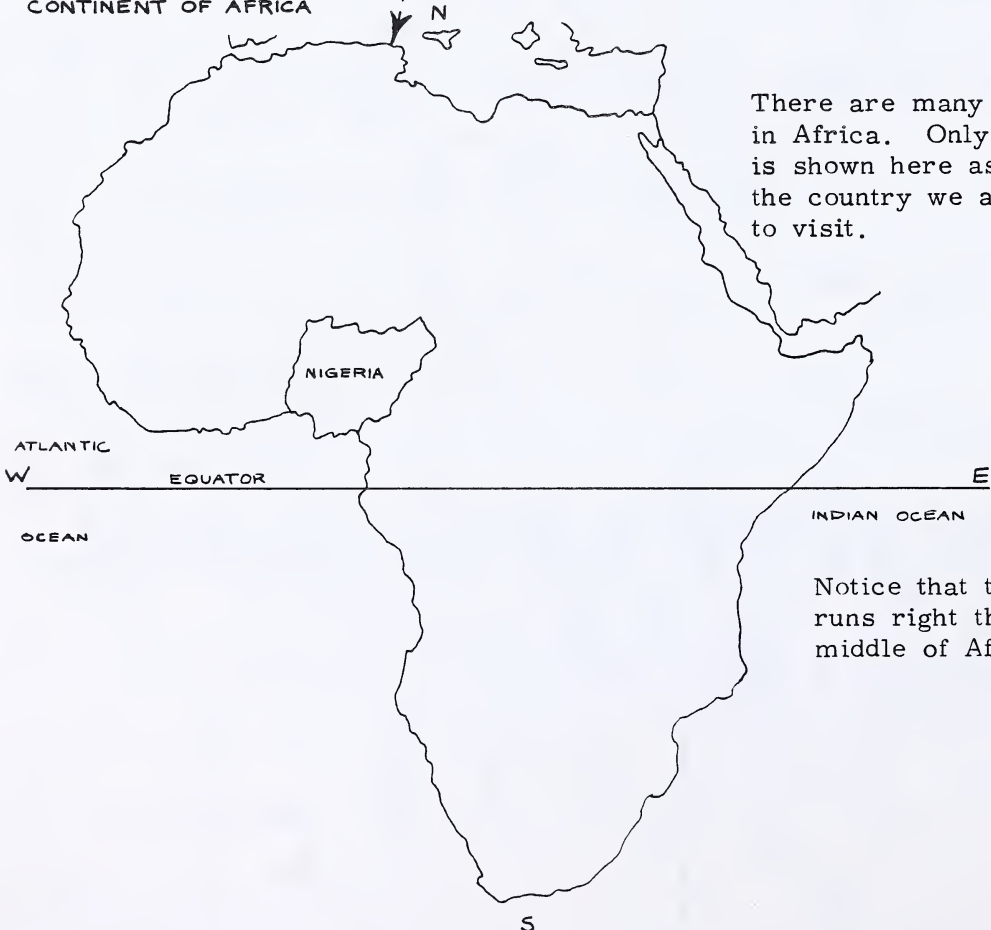
Social Studies

From your study of the map of the world you learned that Alberta is on the continent of North America.

You also learned that Nigeria is on the continent of Africa.



CONTINENT OF AFRICA



There are many countries in Africa. Only Nigeria is shown here as this is the country we are going to visit.

Notice that the Equator runs right through the middle of Africa.

The map shows that Nigeria is very close to the Equator.

In your science, you learned that at the Equator the sun is very hot.

The air and the water near the Equator are very, very, hot.

Look at the map of Africa again. Find Nigeria. Find the Equator.
Tell me what you think the weather is like in Nigeria.

Would it be warmer in Nigeria than in Alberta? _____ Tell why.

What season do we have in Alberta that Nigeria would not have?

HEALTH

Skin

If you look on your arms and hands, you see that they are covered with skin. Your whole body is covered with skin.

Do you think the skin helps your body?

Tell your supervisor at least 3 ways in which your skin helps your body.

These are some of the answers you could have given.

1. The skin holds your body together.
2. The skin protects your body from heat and cold.
3. It keeps out dirt and germs.

The skin helps you. What can you do to keep your skin healthy and clean? Did you say, wash it? You are right.

Here are a few points on how to take care of your skin. Write, Yes, beside the ones you really do. Write, No, beside the ones you do not follow.

1. Take a bath once a day, or at least twice a week.
2. Use warm water and soap.
3. Rinse off the soap well.
4. Wash hands and face at least twice a day.
5. Use my own towel.

FOURTH DAY

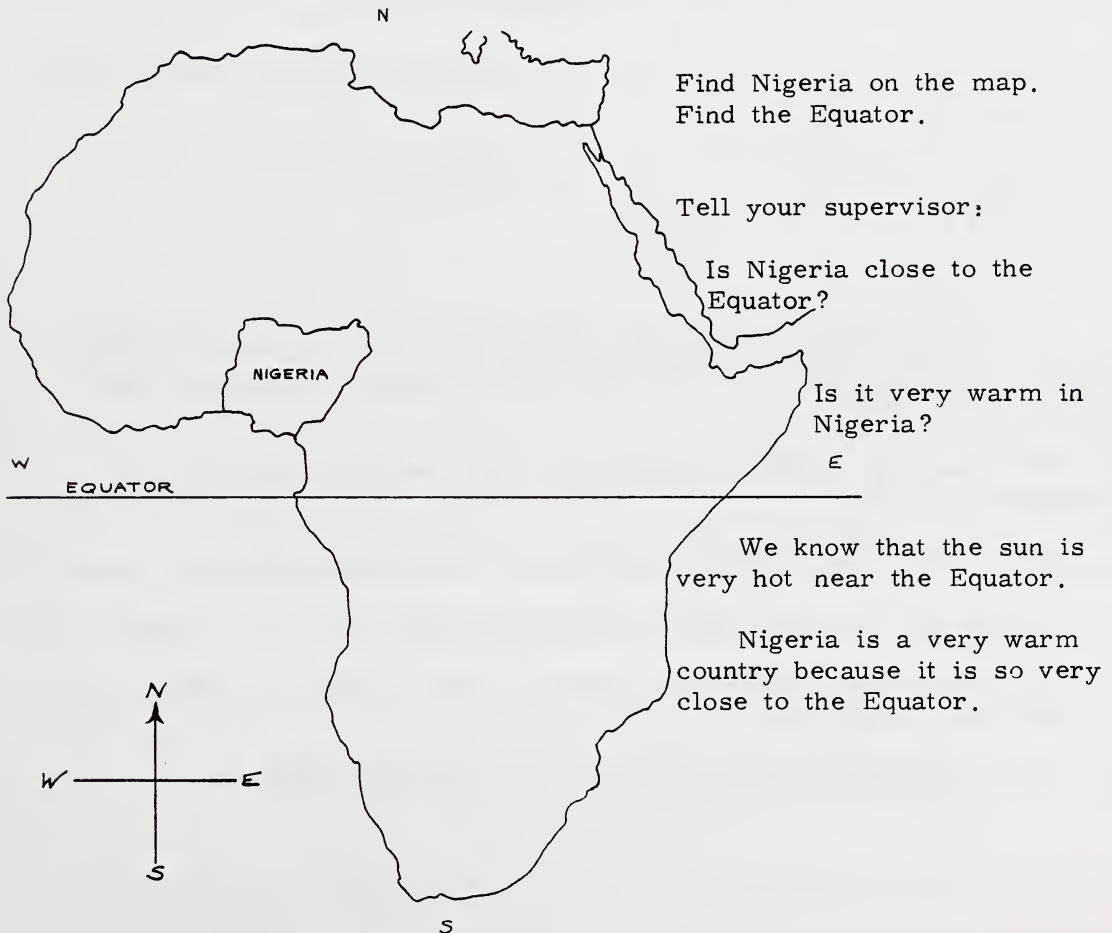
Social Studies

Climate of Nigeria

Did you have trouble deciding how to answer the questions in yesterday's lesson? Today's lesson should help you.

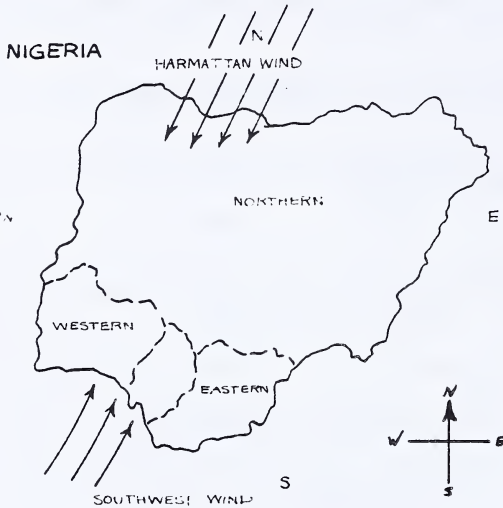
Today we are going to learn what the climate is like in Nigeria.

Do you think the climate of Nigeria is very much like the climate of Alberta? Think about this as you do today's lesson.



There are two main seasons in Nigeria.
There is the rainy season and the dry season.
The rainy season is from April to October.
The dry season is from November to March.

During the dry season in the northern part of Nigeria, the harmattan (har'mà tãn) blows. The harmattan is a dry, sharp wind filled with biting sand. The harmattan blows from the northeast. It dries the grasses and plants.



When the southwest wind blows, the people of Nigeria know that the rainy season is near. They know it is time to plant crops.

The rainy season lasts from April to October.

Parts of southern Nigeria get as much as 177 cm of rain.

Northern Nigeria does not get as much rain .

The rains in Nigeria are warm and not like the cold rains we have in Alberta. This is due to the fact that temperatures in Nigeria average 27°C all year round.

Some parts of northern Nigeria get cooler temperatures when the harmattan wind blows.

Think about today's lesson and discuss the following with your supervisor.

1. How is the northwest wind in Alberta different from the harmattan wind?
2. If it rained from November to April in your community, what season of the year would it be?
3. How is Alberta's climate different from Nigeria's climate?

A. What season do we have in Alberta when Nigeria has the dry season?

B. What would you miss most if we did not have a winter season?

C. What would your community be like if it rained for 6 months?

HEALTH

Look at your answers to the questions on taking care of your skin
(page 10).

Do you take good care of your skin? _____

Tell me what you can do to take better care of your skin.

FIFTH DAY

Social Studies

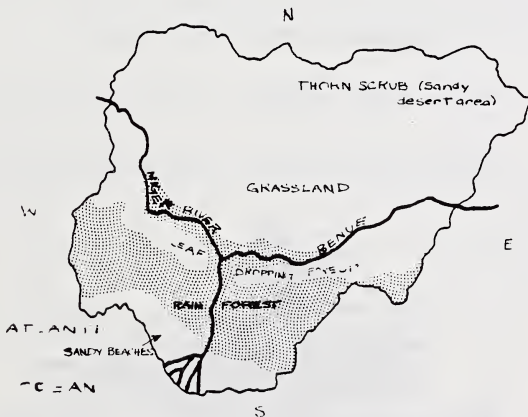
Yesterday you learned that the average year-round temperatures in Nigeria were about 27°C.

You learned that there are two main seasons, the dry season and the rainy season.

You also learned that during the rainy season, Nigeria receives a lot of rain.

With the high temperatures and all the rainfall, plants and trees grow very quickly.

This map of Nigeria shows what the land is like. (There are no mountains in Nigeria.)



There are two big rivers in Nigeria. They are the Niger River and the Benue River.

Notice that the Niger River and the Benue Rivers form a Y when they join. They also seem to divide Nigeria into three areas.

The far northern part is dry and sandy. There are very few trees in this area. (The harmattan wind blows over this land.)

Just a little distance south of the desert area is the grassland. During the rainy seasons, the grasses grow tall.

South of the Niger and Benue Rivers is the leaf-dropping forest. This means that at certain times during the dry season the trees lose their leaves. The trees in the leaf-dropping forest do not grow too close together. Sunlight can get into this forest.

Notice the shaded part on the map. It is the southern part of Nigeria. This area is called the Rain Forest.

A rain forest is a damp, dark, tropical forest. In a rain forest the days are always hot and moist. Trees and plants grow and grow. They try to reach the sunlight. The trees in the rain forest do not lose their leaves.

Right along the Atlantic Ocean, there are miles and miles of sandy beaches.

Study the map of Nigeria in today's lesson.

Think about the land in Nigeria.

Think about the land in your community.

1. Is there an area in your community that is like the grassland?
leaf-dropping forest? rain forest? or sandy beaches?

2. Would you say that your community is like some part of Nigeria? _____

3. Why? _____

4. Pictures A and B show a part of the leaf-dropping forest.

What season is shown in picture A? Write your answer under picture A.

What season is shown in picture B? Write your answer under picture B.

A.

B.



Look at picture A again.

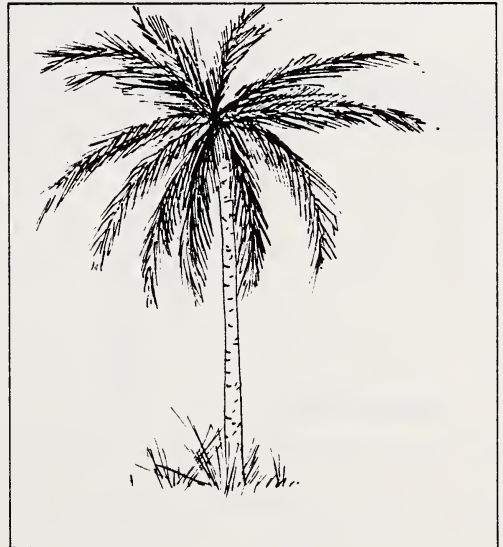
5. During which of our seasons in Alberta would the trees look like those in picture A?
-

6. Think about the rich, tall grasses that grow in the grasslands in Nigeria.

Underline the word that tells you how the people make a living in the grassland area.

The people make a living by raising (wheat, cattle, hogs).

7. Where would you see trees like this, Alberta or Nigeria? Write your answer under each picture.



HEALTH

The other day you learned that the skin holds your body together. It keeps you warm, too. You also learned that you must take good care of your skin to keep it healthy and clean.

If you have a magnifying glass, use it to look at your skin on your hand. What do you see? Can you see little holes in the skin?

These holes are called pores (pōres). Your skin breathes through these pores.

Have you noticed that when you run, work, or play, you get warm. Your skin feels damp. This dampness or sweat is perspiration (pĕr spi rā'shun). The skin is cooling your body with perspiration. When you run and play dirt settles on your damp skin.

What should you do to make your skin feel clean again?

Ask your supervisor to tell you whether you answered correctly.

LESSON RECORD FORM

0303 Social Studies/Science

Unit III

Revised 88/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned
Teacher: _____

Assignment
Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Science: _____

Health: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

_____	_____	_____	_____	_____
Name	Address			Postal Code

*Please verify that preprinted label is for
correct course and lesson.*

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

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FIRST DAY

Social Studies

Last week you studied the land areas in Nigeria. You learned that the Niger River and the Benue River join together. They seem to divide Nigeria into three regions.



Study this map of Nigeria. It shows the three regions.

On the lines below write the names of the three regions.

When you studied about the Eskimos you learned that they live in the Far North. You live in your community, and the many other Alberta people live in their communities.

Many people live in the three regions in Nigeria. There are more people living in Nigeria than in any other African country.

Have you thought at all about the people of Nigeria? What are they like?

The people of Nigeria are Negroid in their physical appearances. They belong to many different tribes.

All the people in a tribe have the same customs. Each tribe has its own language. Each tribe lives in its own community.

The different tribes live in the three regions in Nigeria. (Only a few of the larger tribes are mentioned here.)

In the northern part of Nigeria live the Hausa (Haw sa) and Fulani tribe.



HAUSA

In the eastern part of Nigeria live the Ibo (Eibo) tribe.



YORUBA

In the western part of Nigeria live the Yorubas.

HEALTH

Have you been working at your lessons all day? Have you been playing out doors, too? Have you been playing with toys and handling books and pencils?

Take time now to wash your hands.

Use warm water and soap.

Dry them in a soft towel.

Then smell your hands.

Now underline the true statements. Remember to underline only those statements that tell what you saw.

1. Before I washed my hands, the water was clean.
2. Before I washed my hands, the water was dirty.
3. When I washed my hands, they became clean.
4. When I washed my hands, they stayed dirty.
5. My hands smell clean.

I am sure that if you washed your hands carefully, your hands are clean and smell clean.

It is important to keep your hands clean. Your hands are always touching things. Your hands are picking up germs and dirt all the time.

Try to follow these rules every day.

Wash your hands:

1. before you eat your meals.
2. after you have used the toilet.
3. before you go to school.
4. before you visit friends.
5. after you have been playing.

SECOND DAY

Social Studies

On the Way to Nigeria

The children were excited about visiting Nigeria. The big jet plane was flying over the Atlantic Ocean.

"In a little while the plane will be flying over the continent of Africa," said the teacher.

The children were looking forward to visiting communities in Nigeria. They were hoping that they had brought the right kind of clothes.

Susan said, "I packed summer clothes, play shorts, sandals, some good walking shoes, a raincoat, and some netting."

"Why did you take some netting along?" asked David.

"Mother thought it would be a good idea to use the netting at night when I go to bed. The netting will keep mosquitoes and bugs away from me when I sleep," said Susan.

"That was a good idea," said the teacher. "Of course if we really need netting we can buy it at a store in the city."

Peter said, "I did not bring netting, but I did pack my summer shorts, short-sleeved shirts, a jacket, slacks, running shoes, sandals, some good walking shoes, and socks, of course. I also brought my camera as I want to bring back pictures of Nigeria to show Mom and Dad."

Just then the pilot spoke, "We are now flying over the northern part of Nigeria."

The children peered through the airplane windows. Mary said, "I can see that we are flying over the sandy, desert areas. There are no trees. It looks as if there are some low bushes in a few places."

"That is just what we learned in school," said John.

"I wonder if we will be able to see the grassland area," Susan said.

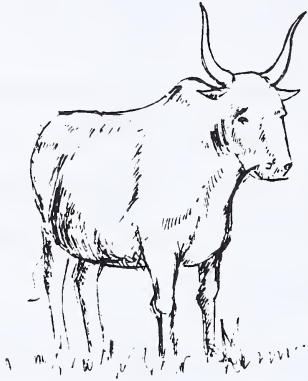
"Yes, you should soon see some of the grassland area as this is the beginning of the rainy season," said the pilot. "We will be flying quite low over the area," the pilot added.

The children watched the land of Nigeria as they flew over it.

Soon John exclaimed, "I can see the grasslands. Look at the cattle! They look different from our cattle at home. They seem to have very big horns."

The pilot smiled as he said, "The cattle grazing on the grasslands are Fulani cattle. They have huge horns which seem to be almost one metre apart. The cattle have a hump on the back where the head and neck meet.

These cattle are brought to the markets in Western Nigeria."



The children noticed that the grasslands had disappeared. Trees could be seen on the land. There seemed to be some farms near the trees.

Soon the pilot told the children to look down at the rain forest. The children were surprised to see the thick forest. Everything looked so green!

It wasn't long after they had flown over the rain forest that the children could see the ocean. In a few minutes the plane landed.

The children had arrived in Western Nigeria.

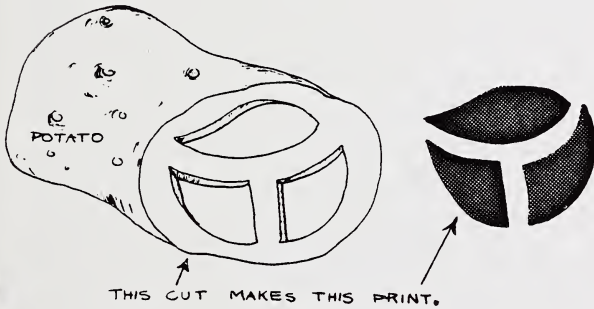
(They would visit communities in Western Nigeria only.)

ART

Printing with Potato

Take a good clean potato. Cut the potato in half. Set the halves, cut-side-down, for a few minutes on a newspaper to drain away the juice. Then take a small knife or small sharp spoon and cut a design on the level surface. Remember that everything cut away will print white and everything left on the surface will print in color.

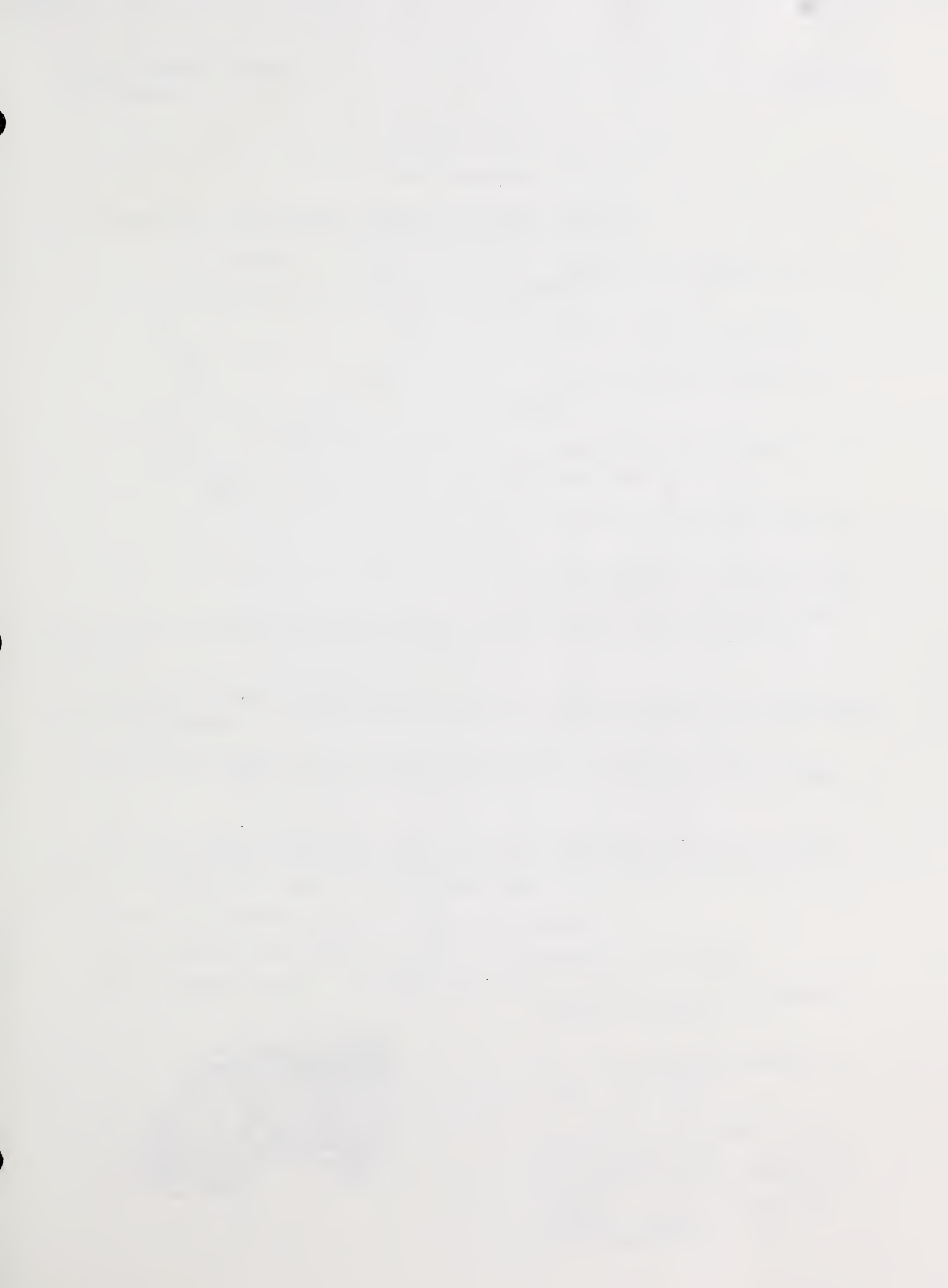
If you are unable to obtain ink, use paint. Make the paint thick but smooth. Brush it on the raised part of your potato and then print.



Try your potato print on the practice page. Change and improve it if you wish, or make another. When you are ready, print on the art paper provided. Use different colored paint if you wish.

Try to make your all-over design as interesting and attractive as you can.





THIRD DAY

Social Studies

Yesterday, the children arrived in Lagos, Nigeria.



Lagos is the capital city of Nigeria.

Find Lagos on the map.

Draw an arrow pointing to Lagos.

Under the arrow print, "We are Here".

Lagos is in Western Nigeria.

Many different tribes live in western Nigeria, but most people here belong to the Yoruba tribe.

The Nigerian people are very friendly. They have a ready smile for everyone.

Because so many Yoruba people live in western Nigeria, it is sometimes called Yorubaland.

Let us join Miss Field and her class as they prepare to leave Lagos.

* * *

"We are going to leave the city of Lagos and travel north to a village near the rain forest. To make the trip more interesting we are going to travel in a "Mammy wagon," said Miss Field.

"What is a Mammy wagon?" asked the children.

"Just look out the window and see for yourselves," she said.

"Oh," laughed Susan. "It looks just like any truck only it has benches along the side."



"It also has a canvas on top," said John.

"Look at the sign on the front of the truck. You will see many Mammy wagons in Nigeria. All of them have different signs in front," said Miss Field.

Just then the children saw another Mammy wagon. The sign on it said, "People forget, God remembers."

"They are called Mammy wagons because many of them are owned and driven by women. Mammy wagons are also driven by men traders.

The Mammy wagons are used for hauling farm products to towns and cities.

They are used to transport household goods.

They also are used as buses to take people from villages to the city," explained Miss Field.

The children hurried over to the Mammy wagon and climbed up.

It was a hot day.

The driver took the canvas off the top and put it on the floor of the truck.

The children sat on the benches.

Soon they were driving north on a paved highway. (As it rains a lot in Nigeria, the highways are not in the best condition.)

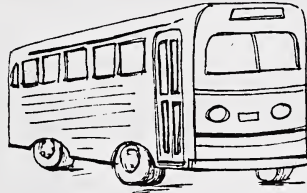
All the children were surprised to see that their driver was driving on the left-hand side of the road. They soon learned that everyone in Nigeria drives on the left-hand side of the road.

To help the children pass the time, the teacher suggested that they watch for different ways used for travelling and transporting goods in Nigeria.

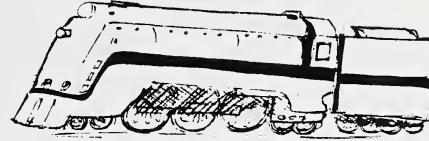
Here are some of the different transportation methods they saw.



AIRPLANE



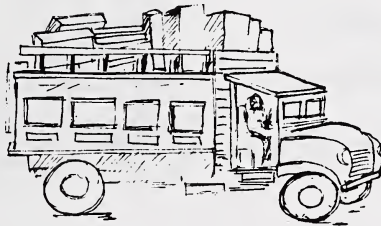
BUS



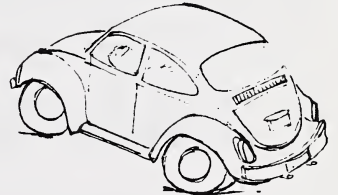
TRAIN



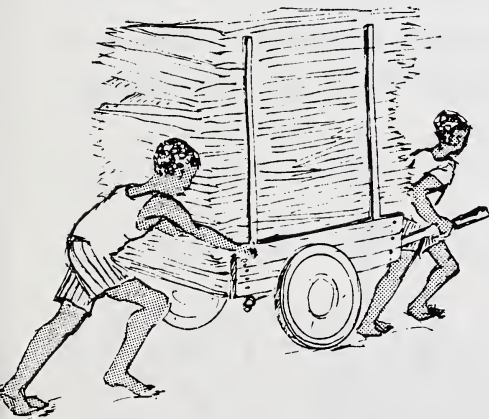
BICYCLE



MAMMY WAGON



CAR



MAN-POWER CART



CANOE

- A. Put a check mark (✓) beside each picture which shows the same kind of transportation as we have in Alberta.
- B. What means of transportation do we have in Alberta that is very much like the Mammy wagon?
-

C. Look at the picture of the canoe. Where do you think the children saw the canoe?

D. What are the men transporting in the canoe?

E. Underline the correct answer.

The Yoruba men cut the tree in the grasslands, desert, rain forest.

F. Look at the picture of the Man-power cart. Why do you think the cart is called Man-power?

G. Think back to the story about the Mammy wagon. Tell when the canvas top would be used on top of the truck.

H. Where would you see this form of transportation?



Tell why you would not see this in Nigeria.

FOURTH DAY

Social Studies

At the Edge of the Rain Forest



RAIN FOREST

This picture shows a very small part of the rain forest.

What does this picture tell you about the trees and the plants?

What does it tell you about the climate in the rain forest area? Think about this as you read today's story.

The Yoruba farmers clearland in the rain forest area by cutting down the trees. The big trees are shipped by trucks and canoes to the big cities.

After the trees are cut the roots of the small trees are taken out of the ground. The large roots are left in the ground.

All the small plant growth in the rain forest is burned. The ashes are left in the soil. They help fertilize the soil.

The Yoruba farmer uses a hoe with a wide blade and a sharp point to dig up the earth. He makes high heaps of earth all over the field. He plants yams in the high heaps.



He plants corn in the yam heaps, too.

With the heel of his foot he makes a hole in the yam heap. Then he drops some corn kernels into each hole.

As it rains so much during the rainy season, the farmer never has to water his plants.

In 8 months the yams are ready for harvest.

Yoruba farmer working in a yam field

The corn grows more quickly. It can be harvested in 5 or 6 months.

The Yoruba farmer must work in his field every day or his farm will soon be a forest again.

The farms in a village are not very big. There are no fences around the farms. Each farmer can tell where his farm begins and ends by using trees as markers.

* * *

To Do On Your Own

Find out how long it takes to grow a potato crop in Alberta.

If you live on a farm find out the kind of crops grown on your farm.

Find out about the different machines your father uses to farm his land.

HEALTH

Posture

Do you know what posture is?

It is the way you hold your body.

To have good posture, you must learn to walk, sit, and stand correctly.

You can have good posture by working at it. Always stand tall. Try to push the top of your head as high as you can.

Here is a way to test your posture.

Take a long piece of heavy string. Tie something on one end to hold it down. Have someone hold the other end just level with the tip of your ear. If your posture is good, the string will pass the middle of your body.



Is your posture good? _____

Here are some ways to help improve your posture.

Stand on both feet.

Hold shoulders back easily. Do not push them back.

As you walk, let your arms move freely. Breathe easily.

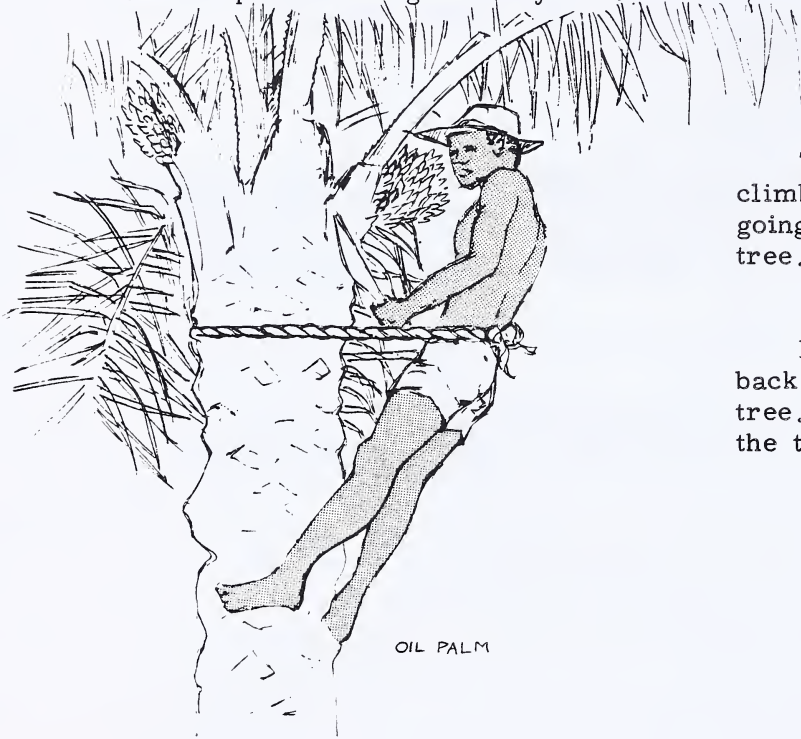
FIFTH DAY

Social Studies

Crops Grown on the Farms

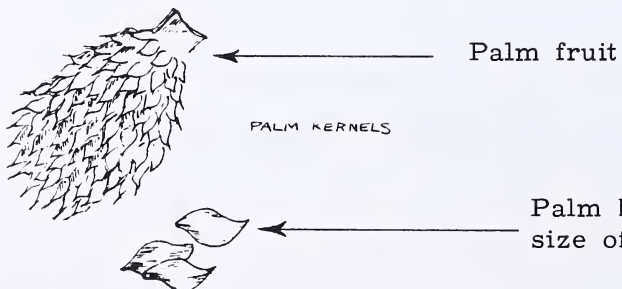
One important crop in Western Nigeria is the oil palm.

The oil palm trees grow very tall.



This picture shows a man climbing an oil palm tree. He is going to cut the palm fruit off the tree.

He ties a rope around his back and around the trunk of the tree. In this way he climbs up the tree.



Palm kernels (nuts) are about the size of a cherry.

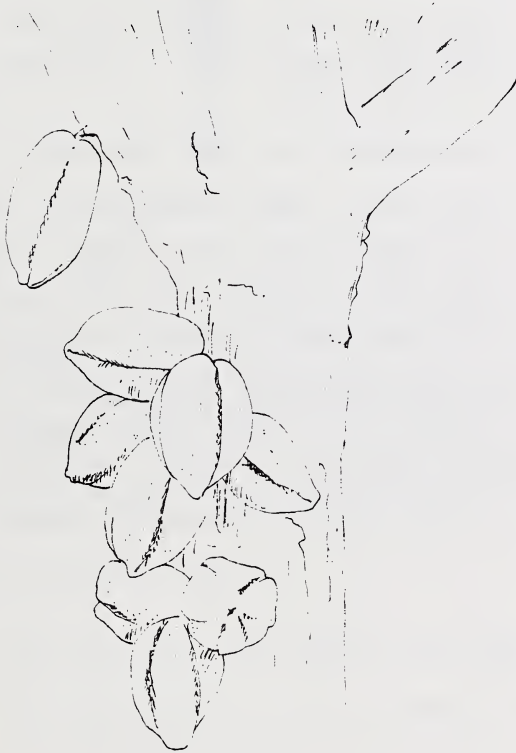
The palm kernels have a hard nut covering.

The palm kernels are boiled until they become soft.

The soft part is squeezed to get the palm oil.

Palm oil is used in place of butter. Foods are cooked in it.

Palm oil is also used in soap, and candles.



COCOA PODS

Cocoa trees are important in Nigeria.

The cocoa tree looks something like our white birch.

The cocoa pods are bright yellow when they are ripe.

Inside the cocoa pod are reddish-purple beans.

We get cocoa and chocolate from the cocoa beans.



SPLITTING COCOA PODS

Corn is another big crop in Western Nigeria. The corn is used as food. Corn is made into flour. Corn is used to feed chickens. The farmers often sell a lot of corn at the markets.

The village and most farm people grow yams and cassava. These are two very important Nigerian foods.

The yams and cassava are root vegetables.



YAMS

Yams are similar to our potatoes. They have black skins. The yams are white inside.

The cassava is a root vegetable.

The root is dried, then grated. Then it is mixed into a soft dough or mush. The dough is rolled into balls. The balls are cooked in stew or in hot soup. The Nigerians call this dish fou-fou.



CASSAVA

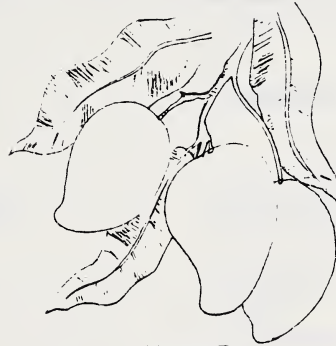
A very interesting thing about the cassava root is that we get tapioca from it.

We use tapioca in making puddings.

Bananas grow wild in most places. Almost every home has a banana tree growing in the yard.



BANANA TREE



MANGOES

Plantain is another favorite food. It is much like the banana. It is green. It is not as sweet as the banana.

Papayas, mangoes, pineapple, oranges, limes, and grapefruit are commonly found on the village farms.

To Do On Your Own

A. The next time your mother goes shopping ask her to buy some tapioca.

Put a dry tapioca in your mouth. What does it taste like?

B. While shopping, see if you can find any foods that may have come from Nigeria.

Do the following.

- A. Put a check mark (✓) beside the foods grown in Nigeria. Draw a circle around the foods grown in Alberta.

bananas

yams

corn

cassava

grapefruit

peas

oranges

cocoa tree

potatoes

wheat

- B. Choose the correct word to complete the sentences.

Nigerians use (yams, palm oil, cassava) instead of butter. _____

We get chocolate from (cassava, yams, cocoa beans). _____

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FIRST DAY

Social Studies

A Village Near the Rain Forest

The Yoruba people like to live in groups whether they are farmers, traders or city people.

Many many years ago the Yoruba people lived in groups for protection.

The village huts were built close together with a tall grass fence around them (Houses that are built around an inner yard make up a compound).

The huts were made by driving poles into the ground. The poles were placed close together to form a square.

Vines from the forest were used to tie the poles together.

Poles were covered with mud to form the walls.

Dried grass was gathered and tied together to form the roof. The grass was tied in such a way that no rain could get through.

An opening in the wall of the hut was left for the door.

Sometimes there was a high step in the doorway. This step kept the small children from crawling out. The step also kept the snakes from crawling into the hut.

Today many members of one family still live together in the village and in the city.

In a small village you will find the grandparents, parents, children, uncles, aunts, and cousins living together.

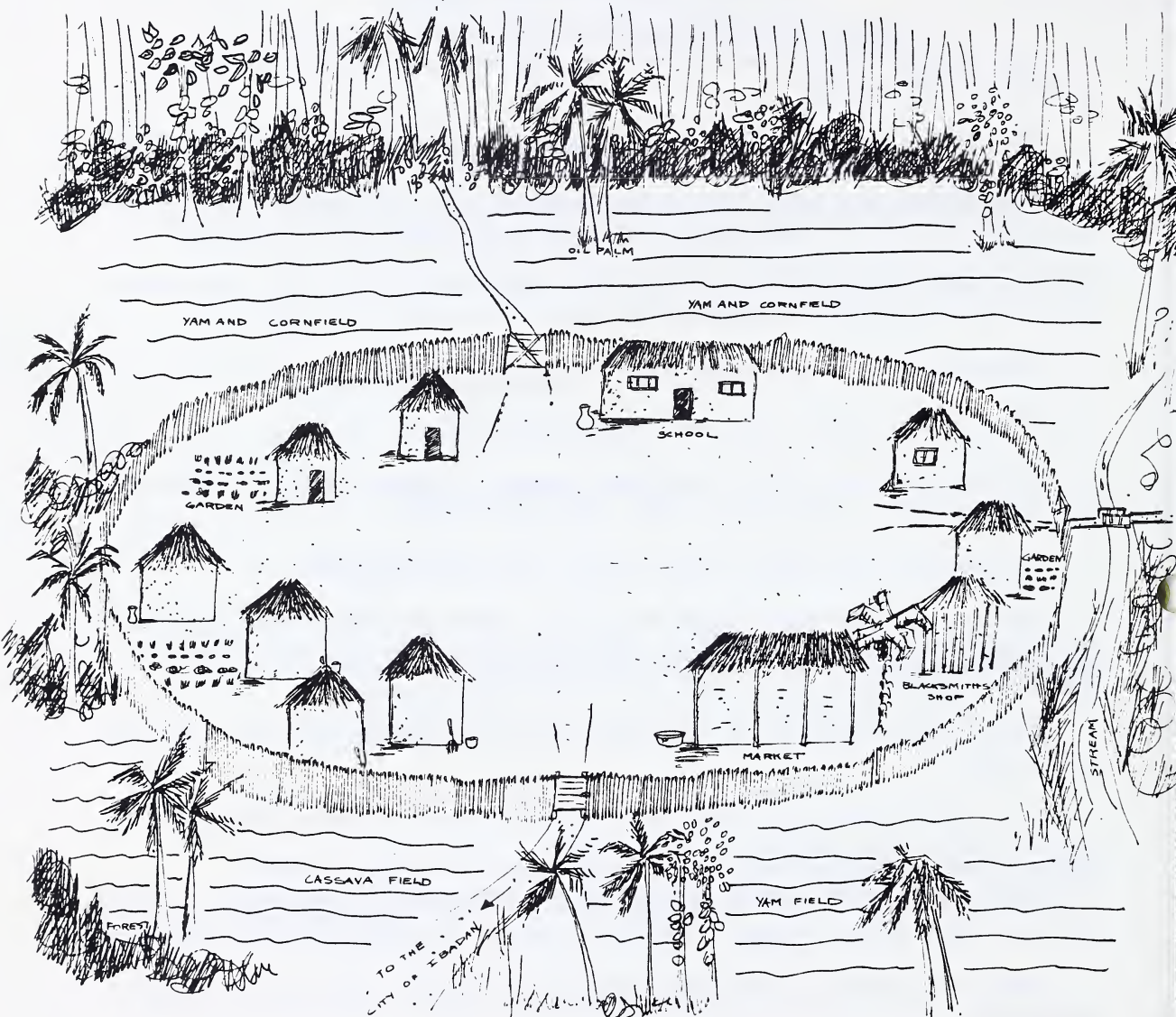
The grandfather, who is usually the oldest member of the family, is the chief or ruler of the village. Usually a village is named after the grandfather.

Study the picture of the village on the next page. Then answer these questions.

1. List the different buildings you see in the village.

2. Name the different products grown on the farms.

A small village surrounded by small farms in a clearing in the forest.



3. There are three pathways or roads leading out of the village compound.
Tell where you think each goes.

4. Why do you think this village was built beside a stream?

5. Why do you think the village people built a tall fence around their village?

6. Why do you think a blacksmith shop was important in the village?

SECOND DAY

Social Studies

Inside a Forest Village Hut

Most Yoruba people in a village live very simply.

A hut is made up of one room. There is very little furniture in the hut.

There are bamboo mats, or reed mats which are used as beds. Knobs on the walls are used for hanging clothes.

There is a stone hearth. Usually three stones are placed together. The fire is made in the stone hearth. Food is cooked in earthen (clay) pots on the stone hearth.

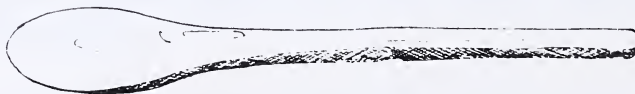


LARGE WOODEN JUG

Every Yoruba home has a large wooden jug or stone bowl and a pounding stick.

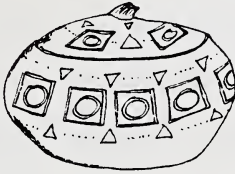
Yams and cassava are ground up in the wooden jug by pounding with the pounding stick.

Young children often help to pound yams or cassava.



POUNDING STICK

Another common utensil in a Nigerian home is a calabash. You may see two or three calabashes in one home.



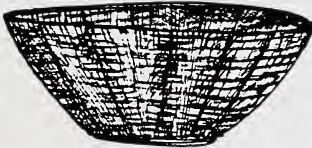
CALABASH

A calabash is really a jug. It is made from a dried gourd. (A gourd is a seeded vegetable like our melon or pumpkin.)

The gourd is scraped and dried. A design is painted or carved on it.

A calabash may be used to keep water or palm oil. It can be used for carrying vegetables.

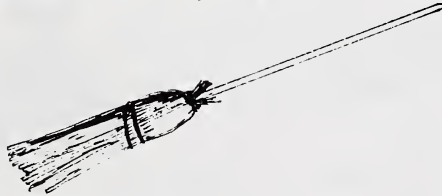
A wicker basket is woven from the dried grasses.



WICKER BASKET

Yoruba women use the wicker baskets for carrying vegetables to the market. They also use them for carrying their laundry.

A reed or grass broom can be found near each village hut.



You will not find many dishes in a simple forest hut. Food is usually served in one big dish. The people use their fingers to get the food from the dish. Sometimes banana leaves are used to hold their food as they eat.

Banana leaves are often called "wrapping leaves," because food can be wrapped up in them.

A. Think about today's lesson. Then list the ways your home is different from a Nigerian hut.

B. If you had a calabash in your home what would you keep in it?

C. Is there something in your home that reminds you of a calabash?
Tell me what it is.

THIRD DAY

Social Studies

A Day in Odion's Village

Odion is a Yoruba boy.

Odion lives in a village. He lives there with his family. Odion is 8 years old. He has two brothers and two sisters. His older brother is in school at Ibadan.

The day in Odion's village begins very early.

Odion's mother wakens at 5 o'clock.

She goes to the stream for water.

On her way back she also brings some wood to start the fire.

She carries the water in a calabash on her head. By the time the fire is started Odion's father rises and washes himself.



ODION'S MOTHER CARRYING WATER

Soon Odion's brother and sisters are up too.

Ashaki, Odion's older sister, helps her mother by washing the baby and looking after her.

Odion's father eats his breakfast of dried fish and fruit. He eats first as he is the most important person in the home.

Odion, his mother, brother, and sisters have their breakfast next.

After breakfast Father takes his hoe. Tunde, who is 5 years old, and does not go to school, takes his hoe too. Father and Tunde go to work in the cornfield. They work in the cornfield every day. They will not be back until evening.

Odion and his older sister Ashaki help mother until it is time to go to school.

Odion helps by bringing more wood for the fire.

Ashaki looks after the baby while mother sweeps the hut and tidies up.

At 8 o'clock Odion and Ashaki hurry off to school. They carry their books on their heads.

Mother leaves the baby with Grandmother and goes to the stream to wash clothes. After she has washed the clothes she spreads them on the bank to dry. While the clothes are drying, Mother visits with the other village women who are washing clothes. Mother likes to listen to the news about other villages.

When the clothes are dry she puts them in her wicker basket and hurries home.

Once at home, mother takes the baby and goes to work in the garden beside the hut. She has some cassava and yams growing in the garden. She wants to have them ready to take to the market.

When Odion and Ashaki get home from school, Ashaki helps mother prepare the evening meal. She pounds the dried cassava into flour. Then mother makes the flour into a soft dough. Ashaki helps roll the dough into small, round balls. Then mother drops the balls into a big pot of chicken stew. This dish is called fou-fou.

Odion, in the meantime has gone hunting. He hopes to bring back an antelope for stew. Odion's father taught him how to hunt when he was a small boy.

As soon as Odion's father and Tunde are back from the cornfield, the family has supper.

After supper Odion's father goes to the market place to visit with the other farmers. He wants to hear the news and the weather forecast on the village radio.

The children help mother tidy up the supper things. Odion sees that there is enough palm oil in the lamp. Then the children wash up and go to sleep on their reed mats.

People in the villages go to bed early as their day begins early.

Tomorrow will be a busy day, for Odion's grandmother is going to make soap. The Alberta children are excited about the soap-making.

HEALTH

To have good posture you must have good control of your muscles.

Exercises help to build good muscles.

Exercises help to build good posture, too. Here is one you can try when you want a rest from your lessons.

Lowering the Boom



Get down on your knees.

Put both hands on the floor.



Move your feet back until your body is straight.

Your hands and toes should touch the floor.

Keep your body straight.



Count:

One, bend your elbows a little.

Two, three, and four bend your elbows a little more.



On the count of five, your body should be touching the floor.

FOURTH DAY

Social Studies

Making Soap

Odion's grandmother wakened early. She walked to a nearby coconut farm. There she bought some old, dry coconuts.

On her way back from the farm she bought some palm oil at the market.

Odion and Ashaki had brought firewood for her. They also had brought water from the stream.

Sometimes Grandmother hired the old village women to bring water from the stream. Today Odion and Ashaki helped. The children liked to help Grandmother. She often had groundnuts (peanuts) as a treat for them.

Grandmother soon had a big fire burning.

She put the coconuts in the fire.

When the coconuts had burned, she put the ashes into sacks.

Then she mixed the ashes with water. She strained the ashes into a big pot and boiled them over a fire.

As the ashes boiled she poured in palm oil until the mixture got thick and slippery.

Soon she poured this thick slippery mixture into pans to harden.

When the soap hardens, Grandmother will cut it into bars.

Odion's mother will take some of the soap to market to sell. Odion's mother needs money in order to keep her oldest boy at school in Ibadan.

* * *

1. Think about the work that is done in Odion's village. On the chart below write the name of the person who does the work. (Mother, Father, Grandmother, Odion, Ashaki)

<u>Type of Work</u>	<u>Worker</u>
makes meals	<u>Mother</u>
works in the cornfield	_____
hunts	_____
washes clothes	_____
goes to the market	_____
runs errands	_____
takes care of baby	_____
makes soap	_____
brings water for cooking meals	_____

2. Odion helps his father and mother. In a sentence or two tell how you help your parents.

HEALTH

This exercise will help you improve your posture.

The Yoruba children always carry their school books on their heads.

Pretend you are a Yoruba boy or girl.

Place a book or two on your head.

Walk about the room with the books on your head. Remember, no hands.

Practice carrying your books on your head every day.



FIFTH DAY

Social Studies

A Day at School

Education in Nigeria is very important. There are many schools in Nigeria.

All children who are six years old must go to school.

Like all children in Nigeria, Odion wears short pants and a short-sleeved shirt to school. Ashaki wears a dress and sandals.

Their teacher is a young man from the city of Ibadan. He can speak Yoruba and English.

School classes begin at 8:15 in the morning and are over at 2 o'clock in the afternoon.

The children in the first two grades learn to read and write in Yoruba.

Odion and his sister who are in the third and fourth grades are learning to read and write in English. They are studying arithmetic too.

The children learn about the geography of their own country. They learn about nature, how to garden, and they do art and carving.

In city schools, girls are taught to sew.

Sometimes when the teacher is busy with the smaller children, a student looks after the children in the other classes. He is the monitor. Odion is often a monitor. He leads the children in reciting aloud. He sees that they read quietly.

During the recess break the children like to play games. They sing as they play games.



The children join hands, skip around in a circle and sing as they move. One child is in the center of the circle. The child in the center tries to get under the chain of hands. The children lower their hands so that he cannot get out.

The child in the center tries and tries until he gets out.

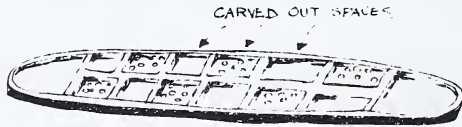


Older boys play a game with palm nuts.



Each player takes a nut. When it is his turn the player tries to roll his nut the farthest. The player uses his thumb and one other finger to move the nut.

Another game is played with stones and a flat piece of wood. The flat piece of wood has 12 spaces carved out. The boys take turns throwing stones into the holes.



If a player throws a stone where another player's stone is, he is allowed to keep that player's stone.

Children also play tag, and hopscotch. The children like to tease one another and fight just like children the world over.

A. How is your school different from the Yoruba children's school?

B. Think about the games Yoruba children play.

- (a) Do you play any games that are similar to those that Yoruba children play? _____
- (b) Write the name of your game that is similar. _____
- (c) Why do you think the school classes are over at 2 in the afternoon?

LESSON RECORD FORM
0303 Social Studies/Science
 Unit III
 Revised 88/06

Parent's or Supervisor's Comments:

For School Use Only	
Assigned Teacher:	_____
Assignment Code:	_____
Graded by:	_____
Lesson Grading	
Social Studies:	_____
Science:	_____
Health:	_____
Art:	_____
Neatness:	_____
Date Lesson Received:	

Lesson Recorded:	_____

 Signature

For Student Use
(If label is missing or incorrect)
File Number:

Lesson Number: _____
Date Lesson Submitted:

Apply Lesson Label Here

_____	_____	_____	_____
Name	Address	Postal Code	

Please verify that preprinted label is for correct course and lesson.

Grading Scale:
A - Very Satisfactory
B - Satisfactory
C - Needs Attention
D - Unsatisfactory

Teacher's Comments:
_____ Signature

ALBERTA CORRESPONDENCE SCHOOL

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

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2. POSTAGE REGULATIONS

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3. POSTAGE RATES

First Class

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When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

Social Studies

Before the Alberta children left the Rain Forest Village, Odion took them for a walk in the rain forest.

The children were excited about the forest walk. One of the third graders was a little afraid that there would be a fierce lion in the forest.

Odion just smiled as the children talked about the fierce animals.

It was a hot, sunny day when they started out.

As the children entered the forest, the air seemed to be cooler. There was no sunlight coming through the trees. As the children walked, their footsteps could not be heard on the soft, moist, leafy path.

Birds chirped and sang in the trees above.

The children were excited to see the squirrels in the trees.

They also saw several monkeys on the tree branches.

The monkeys chattered as the children walked by.

Odion told the children that they would not see any lions, zebras or elephants in the forest. The wild animals moved away when more and more people settled near the forest. Most of the big, wild animals were kept in zoos in Nigeria, or on game reserves.

When the children came out of the forest they noticed that their hands and faces were very damp.

Miss Field told them that this was caused by the warm, damp air in the forest.

Odion told them that the warm, damp air made plants and trees grow very fast.

The children then thanked Odion for being their guide in the village. They said good-bye to the villagers. The Mammy wagon was ready and waiting. The children waved good-bye to the villagers.

HEALTH

Were you able to carry the books on your head without having the books fall off? _____

Were you able to carry the books for a long time without having them fall off? _____

Your posture is very good if the books did not fall off your head.

Here are a few more rules to follow to help improve your posture.

Sit tall. As you sit, keep your back against the back of the chair.

Keep both feet on the floor.

Do not slump when you sit. This tires you out easily.

Keep happy! This will make you walk tall! It will make you feel better.

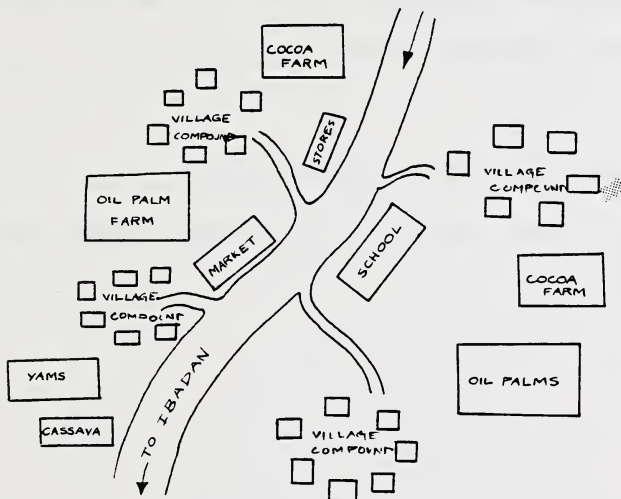
Practice carrying books on your head.

On the art paper following this page, draw a picture showing how you sit tall. Send your picture in for me to see.

SECOND DAY

Social Studies

On the way to the city of Ibadan, the villages were closer and closer together. There were many large villages close to the main road to Ibadan.



SKETCH OF VILLAGES ALONG THE MAIN HIGHWAY

The homes were made of mud-brick. The homes had aluminum or steel roofs.

Many of the homes were whitewashed.

Soon the children could see the city. Villages and farms were all around the city.

Look at the sketch of the villages.

Find the school.

Find the market.

Find a village compound.

Tell your supervisor some of the crops that are grown on the farms.

* * *



This picture shows part of a village near the city.

Look at the picture.

(a) How are the homes in this village different from the homes in the Rain Forest village?

(Review page 1 of Lesson 30 for information about huts in the Rain Forest village.)

- (b) Would you say that the homes have electric lights? _____
- (c) How do you know? _____
- (d) Where do you think Mother washes the clothes? _____
- (e) Where do you think Mother would dry the clothes? _____

- (f) Give the name of the tree on the right side of the picture? _____
- (g) On the next page, draw a map of your village or community. Mark the school, main road, main store.

THIRD DAY

Social Studies

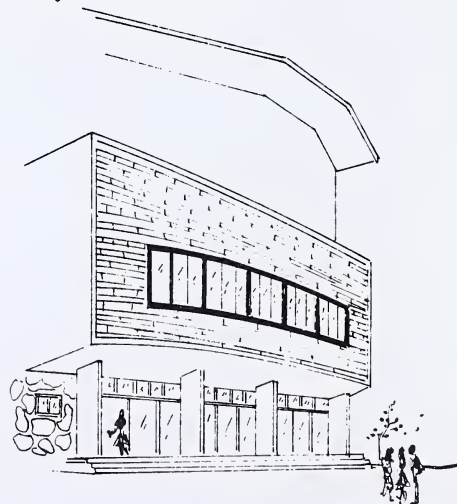
The children were excited to be in the city of Ibadan. They were surprised to see so many people in the city. The children were also surprised to see that Ibadan was a modern city.



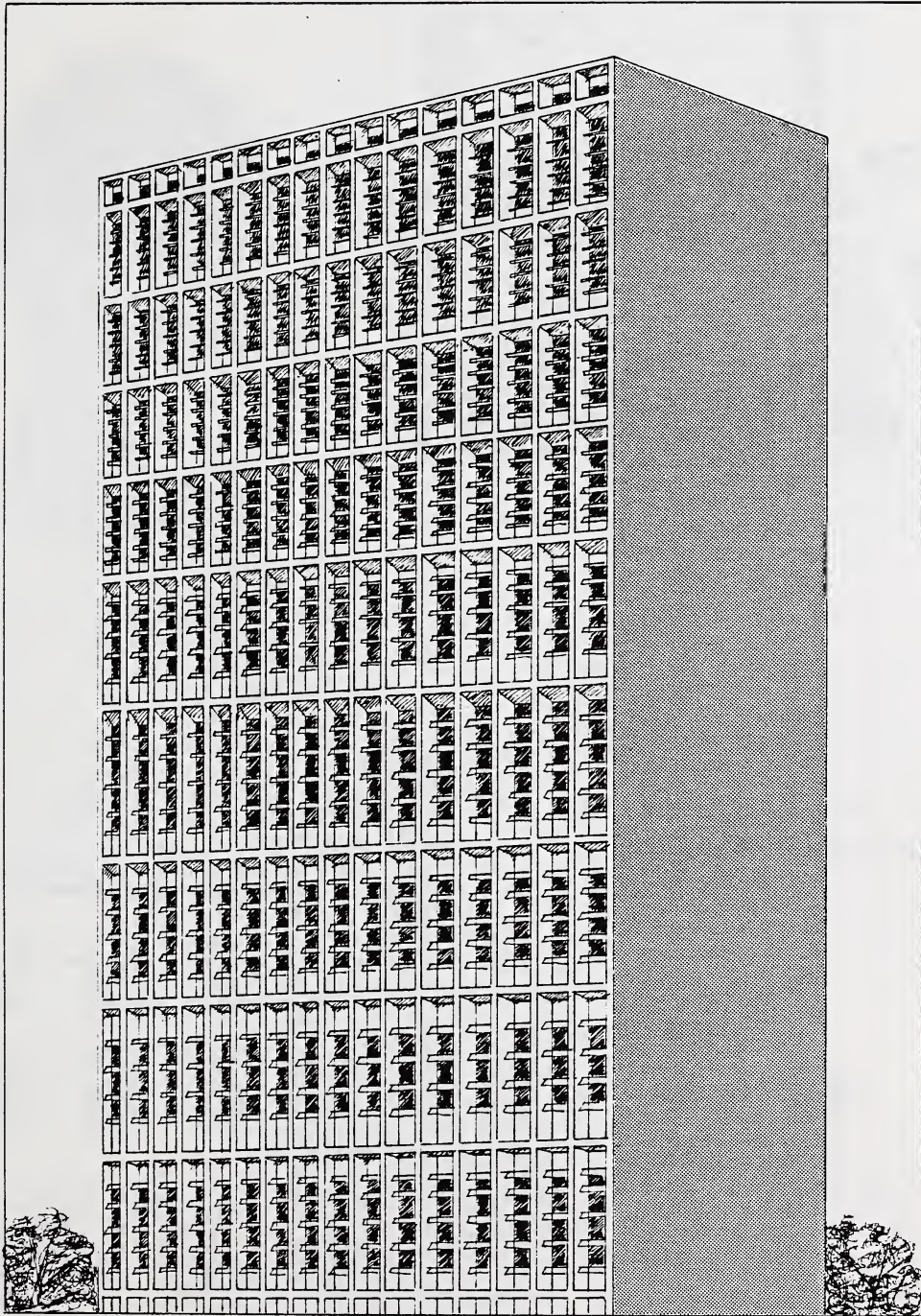
IBADAN
City of tin roofs



Parliament Buildings, Ibadan



Trenchard Hall
University College, Ibadan

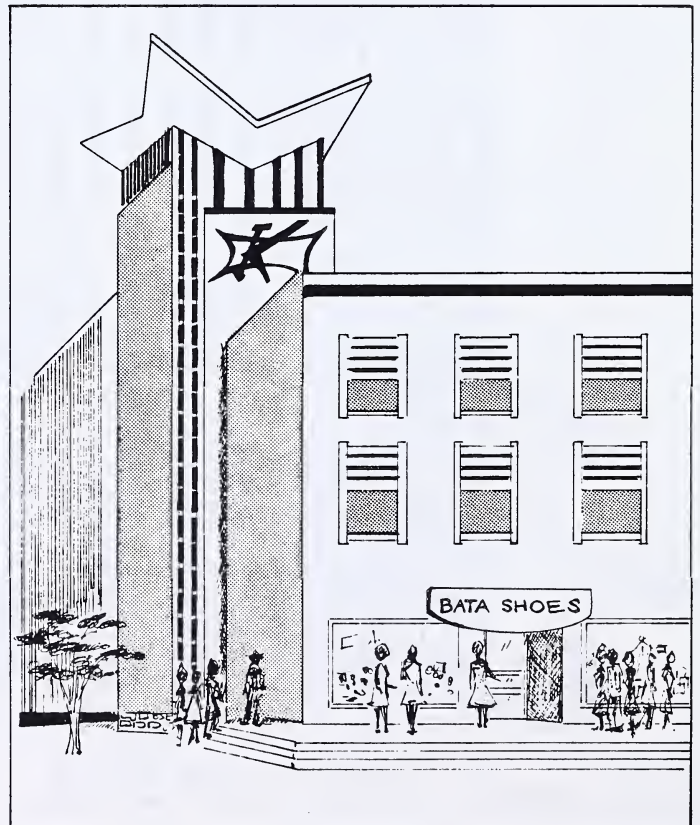


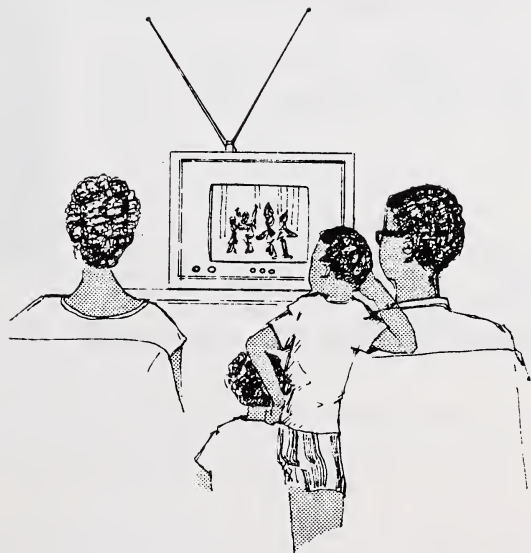
The Co-operative Bank Building, a ten-story structure which is the tallest of its kind anywhere in Nigeria.

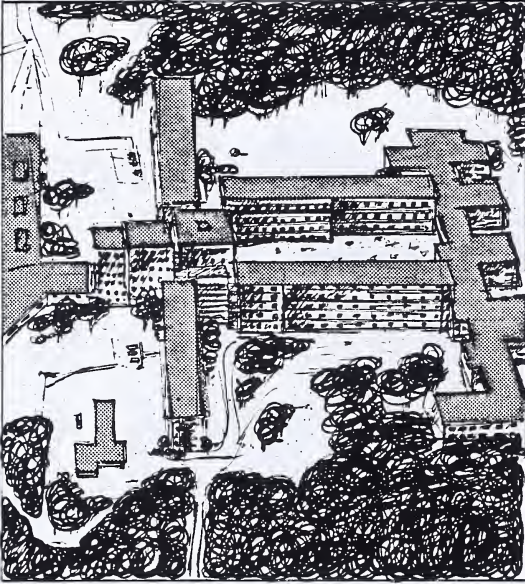


A supermarket in Ibadan

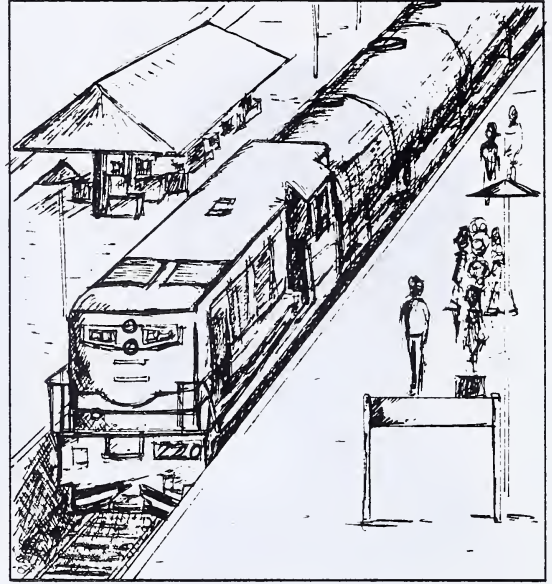
A Kingsway
Department Store







University Teaching Hospital



Railway Station

Look at the pictures of Ibadan. Then answer these questions.

1. Why do you think Ibadan is sometimes called the city of tin roofs?

2. From the pictures, how can you tell that Ibadan is a modern city?

3. Where in Alberta would you find tall buildings and universities?

FOURTH DAY

Social Studies

People of Ibadan

The Yoruba people live in the city of Ibadan. Yoruba people are very friendly. They always have a ready smile for everyone.

Many of the Yoruba people are Christians.

A good number of the Yoruba people are Moslems. Their God is Allah. Moslems pray to Allah many times each day.

Yoruba people like to wear Nigerian clothes at home.



This picture shows a Yoruba man and woman in Nigerian clothes.

The woman's blouse is a buba.

The skirt is a wraparound.

It is called a lappah.

The scarf around her waist is an oja.

Sometimes the Yoruba woman wraps her baby to the back with the oja.

The woman's head tie is like a turban. It is called a gele.

Most women like to wear blue.

The man's shirt is called a buba, also.

His pants are called sokoto.

The Yoruba man wears a long robe over the shirt and pants. This robe is called an agabada. The men like to wear their agabadas

wear the agabada on special occasions when they are resting at home.

The man's cap is called a filla.

Here are Yoruba men on their way to work.



What do you think these men do for a living?

(To help you, study the pictures on the Third Day of this lesson.)

1. List some of the jobs they might do.

2. Look at the picture of the Yoruba woman (page 8). List two things she is wearing that your mother wears, too.

1. _____ 2. _____

3. Look again at the picture of the Yoruba man and woman. Would you say that they are happy, friendly, or sad?

4. The Yoruba man and woman are standing in front of a house. How is this house different from the huts near the Rain Forest?

5. Would you say this picture shows the rainy season or the dry season?

FIFTH DAY

Social Studies

The Yoruba people like to live in the city. Many of them have left their village homes and live in the cities.

The way the Yoruba family lives allows them to live in the city and still work on the farms some distance from home.

Yoruba people like to live with their families.

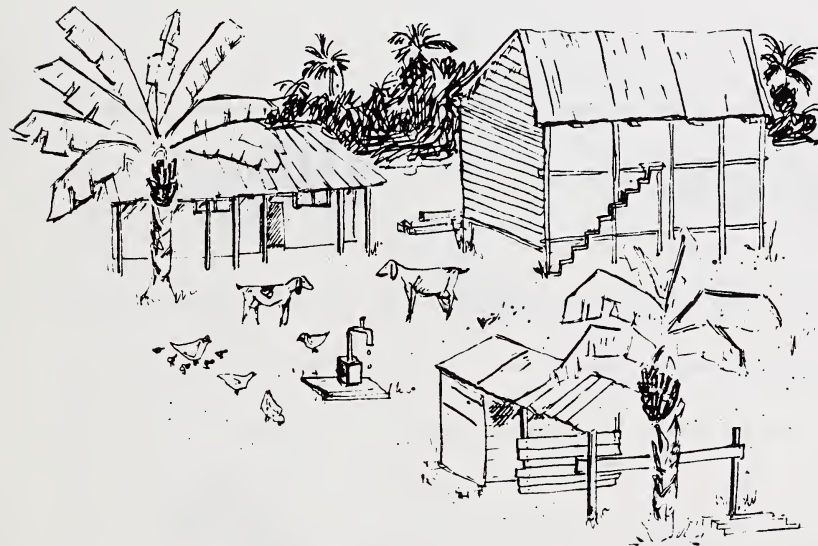
We will visit a Moslem family in Ibadan.

A Moslem man has all his wives living in the compound. Each wife has her own house. Brothers, uncles, aunts, and cousins live in the same compound.

The homes in the city are made from mud-brick. These mud-brick homes are often whitewashed.

Many of the homes today are built of concrete.

The homes have glass windows. The roofs are made of corrugated tin.



A COMPOUND IN THE CITY

The edges of the roof hang far out over the walls. This wide roof protects the walls in the rainy season.

Most homes are built during the dry season. The mud brick dries best during the dry season.

A man's relatives help him build the house. It does not take long to build the house with all the help close by.

COMPLETE THIS CHART

Materials used in building a Yoruba home	Materials used in building an Alberta home
walls	walls
windows	windows
roof	roof
doors	doors

Would it be a good idea to build a mud brick house in the rainy season?
Tell why or why not.

HEALTH

Did you enjoy doing the exercise "Lowering the Boom?"

Here is another exercise for good posture.

CAMEL HUMP



Get down on your hands and knees.
Keep your head up.



Hump your back.
Make it round as you can.



Relax so that your back muscles
are limp.
Your back should sag in the middle
like a tired old horse.

Do this exercise over again until you are tired. This exercise will help to make your back muscles strong.

LESSON RECORD FORM

0303 Social Studies/Science

Unit III

Revised 88/06

Parent's or Supervisor's Comments:

For School Use Only

Assigned
Teacher: _____

Assignment
Code: _____

Graded by: _____

Lesson Grading

Social Studies: _____

Science: _____

Health: _____

Art: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
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File Number:

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Teacher's Comments:

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FIRST DAY

Social Studies

City of Ibadan

The city of Ibadan is a city of markets.

To walk through a market in Ibadan is a real experience.

There are all kinds of smells, sights, and sounds at the market.

Markets are usually out of doors. They are like open-air supermarkets or department stores.

The Yoruba women are the traders. Each woman has her own market stall or market spot. Yoruba women are good business people.

Everyday is market day in Ibadan.

The women leave their homes early in the morning so that they can set up their sales for the day.

Sometimes women traders walk towards the farms to meet the farmers and traders bringing their products to the markets.

Here are women traders bringing a load of wood to the market.



This woman is on her way to the market.

What do you think she is carrying in her basket?

The women traders buy corn, yams, cassava. They also buy vegetables and fruit to resell at the market.

Some women have shops where they sell bread, tea, sugar, soda pop, coca-cola, beer, crackers, cigarettes, and chocolates.

Men, too, run shops in the market. The men sell knives, lamps, watches, radios, and sewing machines.

This is a picture of a typical market in Ibadan.



If you could walk through this market these are some of the products you would see for sale.



TOMATOES FROM THE
FARMS NEAR IBADAN



YAMS



CASSAVA



RED AND GREEN
PEPPERS



ONIONS FROM
NORTHERN NIGERIA



GROUNDNUTS (PEANUTS)
FROM NORTHERN NIGERIA



BANANA



ORANGE



GRAPE FRUIT



PINEAPPLE



BEANS FROM NORTHERN NIGERIA



WOOD AND WRAPPING LEAVES
FROM THE FOREST AREA



SALT



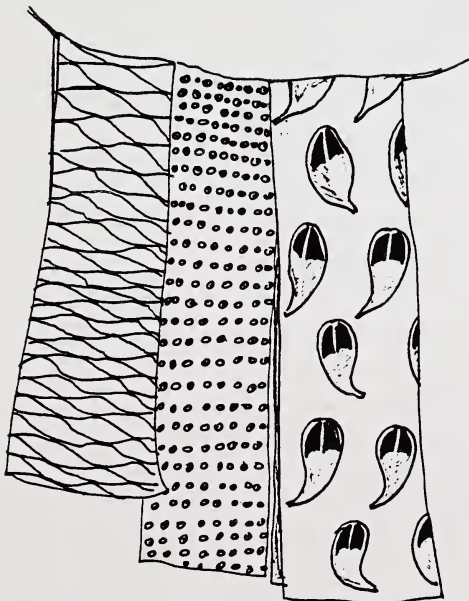
PALM OIL FROM
FARMS NEAR IBADAN



SOAP



MEAT FROM NORTHERN NIGERIA



Onions, beans, peanuts,
and meat come to Ibadan by
trucks and by train.

At the market one will find
Feeder Stalls and cloth stalls.

At the Feeder Stalls, men
or women cook food for sale.
People buy the ready-cooked
food as they shop at the market.
A favorite food is bean cakes.

The cloth stalls are very
popular. People want to buy
the cloth that is for sale.
Some of the cloth is made in
Nigeria. Other cloth is
brought in by ship and train
from India and Japan.

Look at the picture of the market. Would you say that men or women run the market stalls in this picture?

Who are the helpers at the market?

How can you tell?

What kind of places in Alberta are similar to the Feeder Stalls?

Where do the women put the products that are for sale?

Name 3 things that are sold at the market.

Tell how things are brought to the market.

HEALTH

Have your supervisor test your posture using the heavy string. (See page 14, Lesson 29, for this posture test.)

Do you think your posture is improving? _____

Spend the rest of your time "Lowering the Boom", or doing the "Camel Hump".

SECOND DAY

Social Studies

Life in the City

Ojike and his family belong to the Moslem religion.

In the compound where Ojike (O jikāy) lives with his family the day starts early.

Ojike leaves his home at five in the morning. He rides his bicycle to the market where he buys his breakfast and lunch. Then he rides out to his farm a few miles away.

Ojike will hoe his yam field.

He will also plant some corn between the yams.

Ojike will not be back until evening.

* * *

In the meantime Ojike's three wives, Dima, Aka, and Ronka are up and ready to start the day.

Dima, the youngest wife, stays at home. She has no market stall of her own. Someday Ojike will give Dima money to start her own market stall.

Dima takes care of her new baby. She also cooks the evening meal for the family.

Aka, the second wife, rises early, too. She gives Akan his bath. To keep his skin soft, she rubs him with coconut oil.

After Akan is dressed, she wraps him tightly to her back with her belt or oja.

Aka is ready to go to the market.

Lola, her daughter, is nine years old. She is in the third grade.

Ekang, Ronka's son, is ten years old. He is in the fourth grade.

The children go to school when Aka leaves for the market.

Lola and Ekang stop at the market to buy their breakfast for a few pence.



Aka and Akan
on the way to
the market

Aka hurries to her market stall. She makes and sells bean cakes at the market. On her way to her stall she buys the things she needs for the day.

- She buys:
1. wood and leaves
 2. 2 bottles of palm oil
 3. onions
 4. a cup of salt
 5. peppers
 6. 40 cups of beans from the bean seller

To save time, Aka has the bean seller grind the beans into fine flour. It costs only a few pence to grind the beans.

Aka is at her place in the market, at 8 o'clock. She makes a fire. She places a large pan on the fire. Into the pan she pours palm oil to heat.

Aka then mixes the ground-up beans with chopped onions, chili pepper, and salt. She fries the cakes in the hot palm oil.

Aka sells the bean cakes to the people in the market. Many people buy Aka's bean cakes for their breakfast. Sometimes a barber, a shoemaker, or sewing machine seller buys bean cakes from Aka.

By noon, if many people buy, the women sell all their food. Then they go to their homes. The women from the farms and villages carry home baskets of goods they have traded or bought.

At noon, Aka still has plenty of bean cakes to sell. She takes a rest, feeds Akan, and visits with other women sellers.

When school is out, Lola, Aka's nine-year-old daughter comes to the market to help Aka.

Lola helps by carrying the bean cakes in a box around the market. She sells the cakes to the tailor, hairdresser, laundry woman, and to the tourists.

When Aka has sold all her bean cakes, she goes home. Aka saves enough money for her supplies for next day. The rest of the money she puts away. She is saving money so that some day she and Ojike can send their son to university.

1. Aka needs many people to make and sell her bean cakes.

Here is a list of different workers.

Place a check mark (✓) beside the names of the different people Aka needs in order to make the bean cakes.

People Aka Needs

Cloth Maker _____

Radio Announcer _____

Onion Seller _____

Farmer _____

Teacher _____

Truck Driver and Train man _____

Bean Seller _____

Salt Seller _____

Firewood and Leaf Seller _____

2. Is Aka important to the Onion Seller, Bean Seller and Palm Oil Seller?

3. Why is she important to the sellers?

4. Name two different buyers who would buy Aka's bean cakes.

THIRD DAY

Social Studies

School is out at 2 o'clock.

Lola goes to the market to help her mother sell bean cakes.

Ekang goes home. He changes from his school clothes. Then he helps Dima, his father's youngest wife, prepare supper.



Ekang pounds yams in the wooden mortar. He uses a long wooden stick to mash the yams.

When he has finished pounding the yams, Ekang goes to the outside tap to get water for the house. He often wishes that his home had a water tap in it like his friend's house.

After Ekang finishes this work, Dima sends him to the market. He has to buy a can of chili sauce. Dima needs it for the stew.



They all like to eat the mashed yams with the stew.

Ekang likes to dip the mashed yams into the hot stew.

Soon after Lola and her mother come home from the market, Ojike comes home from the farm.

The children are happy to see their father. Lola kneels in front of her father. Ekang bends over. Then with his hand he touches the floor in front of his father. This is the way the children greet and respect their father. All Nigerian children are taught to respect their parents.

After supper, Ojike goes to his big house where he listens to the news on the radio.

Ekang is happy because he can watch T V for a while, at Lola's house.

Ojike and his family go to bed early as the next day is another busy day.

Discuss

Would you like to live in Nigeria? _____

Would you like to be Ekang or Lola? _____

Tell your supervisor why you would like to be Ekang or Lola.

HEALTH

Have you ever had a pair of shoes that were tight? _____

Have your socks ever bunched up in the toes of your shoes? _____

How did you feel? .

How did your feet feel? _____

Poorly fitted shoes can make you feel tired and cross.

Poorly fitted shoes can make your feet hot and very sore.

* * *

Try this quick way to see if your shoes fit your feet.

Take off your shoes. Stand in your socks on a clean piece of paper. Have your mother or someone else draw a line around each foot.

Put your shoes on another piece of paper. Draw a line around each shoe.

Now cut out the drawings of your feet.

Put them on top of the drawings of your shoes.

Do the shoes fit the feet? Is there room for your toes in them?

Next time you go to the store to get new shoes, make sure your toes have plenty of room in the new shoes.

FOURTH DAY

Social Studies

While Aka is selling bean cakes, Ronka is selling cloth at the cloth market.



Cloth at a cloth market

Ronka is Ojike's oldest wife. She has two sons, Ekang and Tungi.

Tungi is 17 years old. He is attending the Ibadan university.

Ronka has her cloth stall open once every two weeks.

She tries to buy the cloth as cheaply as she can. Then she can resell it at a higher price.

She buys some handwoven cloth from the weavers near Ibadan.

She also buys machine-made cloth from the cloth factory in Ibadan.

Ronka always tries to buy some cloth that is brought to Ibadan from India and Japan.

As blue is a favorite color with Yoruba women, Ronka tries to have a good selection of blue cloth. Ronka calls the blue cloth "Yoruba blue".

Ronka sells most of the handwoven cloth to the tailors. The handwoven cloth is used to make men's suits and men's agbadas (Nigerian robes).

Many other traders from farm villages come to Ronka's cloth stall. They like to do business with Ronka. They know that she has good quality cloth. She is a good business woman.

When Ronka sells her cloth, she uses the money to buy more cloth for the next market day. The money that is left over is used for Tungi's education.

On days when Ronka is not selling cloth, she sells some cassava and yams. She brings cassava and yams from her husband's farm near Ibadan.

Think about Aka and Ronka.

Put a check mark (✓) beside the correct statements.

- Aka and Ronka can work at the market because Dima stays at home.
- Aka could not sell her bean cakes without other people.
- The people in the market do not help each other.
- The people in the market need Aka.
- Lola and Ejang are helpful to Dima, Aka, and Ronka.
- Ronka's son can go to university because he works after school.
- Ronka's son needs Ronka's and Aka's help in order to go to university.

FIFTH DAY

Social Studies

Think about the market in Ibadan. If you do not remember the stories, read this week's lesson again.

Now try these exercises.

1. Name some of the foods you can buy at the market.

2. How is the wood brought to the market?

3. Name some foods you would buy in a supermarket in Alberta.

4. Pretend you are a Yoruba child on the way to the market. Tell what you would buy. Tell what you would enjoy seeing at the market. Tell what you would dislike.

LESSON RECORD FORM
0303 Social Studies/Science
 Unit III
 Revised 88/06

Parent's or Supervisor's Comments:

For School Use Only	
Assigned Teacher:	_____
Assignment Code:	_____
Graded by:	_____
Lesson Grading	
Social Studies:	_____
Science:	_____
Health:	_____
Art:	_____
Neatness:	_____
Date Lesson Received:	

Lesson Recorded:	_____

 Signature

For Student Use
(If label is missing or incorrect)
File Number:

Lesson Number: _____
Date Lesson Submitted:

Grading Scale:
A - Very Satisfactory
B - Satisfactory
C - Needs Attention
D - Unsatisfactory

Apply Lesson Label Here				
_____	_____	_____	_____	_____
Name	Address			Postal Code

Please verify that preprinted label is for correct course and lesson.

Teacher's Comments:
_____ Signature

ALBERTA CORRESPONDENCE SCHOOL
MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do **not** enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

Social Studies

Craftsmen in Nigeria

A craftsman is a person who can make things with his hands.

Read these stories. Then try to answer the questions that follow.

Odion, the blacksmith, makes hoes and other cutting tools for the Yoruba farmers.

Odion builds a big fire. When he has a hot fire, he puts the metal into the fire. Odion knows just when the metal is the right temperature. He knows how to hit the hot metal with his hammer. When he hits the hot metal, it bends just the right way.

Ojike, the Yoruba farmer, takes his hoe and rides his bicycle to his small farm. Today Ojike will use his hoe to make dirt hills for his yam crop. His hoe must be very sharp. Ojike uses his hoe to break the roots in the soil.

Think about the stories you read.

Which of the two men is a craftsman? _____

Did you pick, Odion, the blacksmith? If you did, you are right.
(Remember that a craftsman is a person who makes things with his hands.)

Now read these stories.

A calabash maker carefully cuts out the top of the gourd or melon. Then he scoops out the inside. He carves pretty designs on the outside of the gourd. Then he paints the calabash with bright colors.

A knife seller sits at the market stall every day.

He often calls out to the people passing by to stop and look at his fine knives.

When someone stops he tries to get a good price for the knives.

A. Underline the correct answer.

The craftsman is (the knife seller, the calabash maker).

B. What difference did you notice between the knife seller and the craftsman?

C. Which of these are craftsmen? (Put a check mark (✓) beside your answer.)

a wood carver	_____	a seller at a market	_____
a drum maker	_____	a blacksmith	_____
a farmer	_____	a cloth maker	_____

D. Are there any craftsmen in your community? Name some if you can.

HEALTH

Taking Care of Hair

Have you ever noticed how damp and sticky your hair gets when you play hard? How can you keep your hair shiny and clean? You would wash it, wouldn't you?

Clean, shiny hair gives you a clean, healthy look.

Follow these steps to get your hair clean. Maybe Mother can help you.



Brush hair
everyday.



Comb your hair
everyday.



Shampoo hair with
soap and warm water.



Rinse out all
soap.



Dry with a soft,
clean towel.

Always use a clean comb or a clean brush.

Remember when you feel clean and look clean, you look happy. You feel good. This makes you walk tall.

SECOND DAY

Social Studies

Yam Festival

Yoruba people enjoy celebrating important holidays. Many of the Yoruba people celebrate Christmas and New Year's just as we do.

One important holiday in Nigeria is the Yam Festival.

Yams are harvested in September and October. When the Yam harvest is finished the people celebrate. This is the Yoruba way of showing thanks for a good harvest.

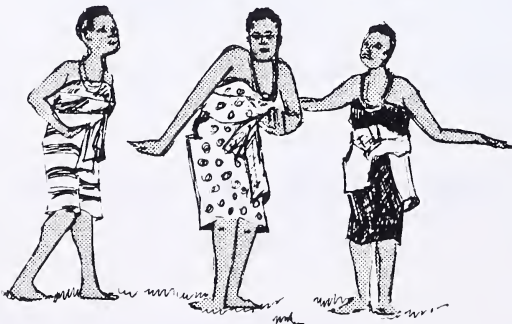


The celebrations last for a whole week.

The Yoruba people dress in their best costumes. They have parades and dances in the streets.

The picture above shows part of a Yam Festival parade. Notice the umbrellas. The umbrellas are held over the village chief. The umbrellas show that the chief is important. Some rich chiefs have gold umbrellas.

The dancers dress in beautiful costumes. Many of the dancers wear carved wooden masks on their heads. Some of the masks are as tall as children.



Many drummers walk down the streets, playing their drums. The drummers play for the dancers.

On the last day of the festival groups of drummers move about the streets. Many young children follow

the drummers. The young children dance long into the night.

As the children dance down the street they stop at the houses on the street. The children receive a few pennies from the head of each household.

The farmers are happy. The harvest was good. No one will be hungry. It is a time of rest and fun.

* * *

Think about the Yam Festival. It is held to give thanks for a good harvest.

A. What holiday in Alberta is similar to the Yam Festival?

B. Have you ever been to a parade in Alberta? How is it different from a Yam Festival Parade?

C. List some of the things you would see at a parade in Alberta.

THIRD DAY

Social Studies

We will spend the next few days reviewing the work on Nigeria.

Use the map of the world on the next page to do these exercises.

Print the words North, South, East, West on the map.

Find Alberta. Print a large **A** on the province of Alberta.

Now find Nigeria. Print a large **N** on the country of Nigeria.

Nigeria is a part of a big continent. Write the name of the continent.

On the line below write the name of the ocean that separates Alberta
and Nigeria.



What does this picture tell you about
the climate in Nigeria?

Would you be comfortable in
clothes like this in your
community all year round?

Why? _____

FOURTH DAY

Social Studies

Study the pictures below. Then tell whether you would find these things in Alberta or Nigeria.



- (a) The cattle in this picture would be found in

_____.



- (b) The cattle in this picture would be found in

_____.



- (c) These fruits would be found growing in

_____.

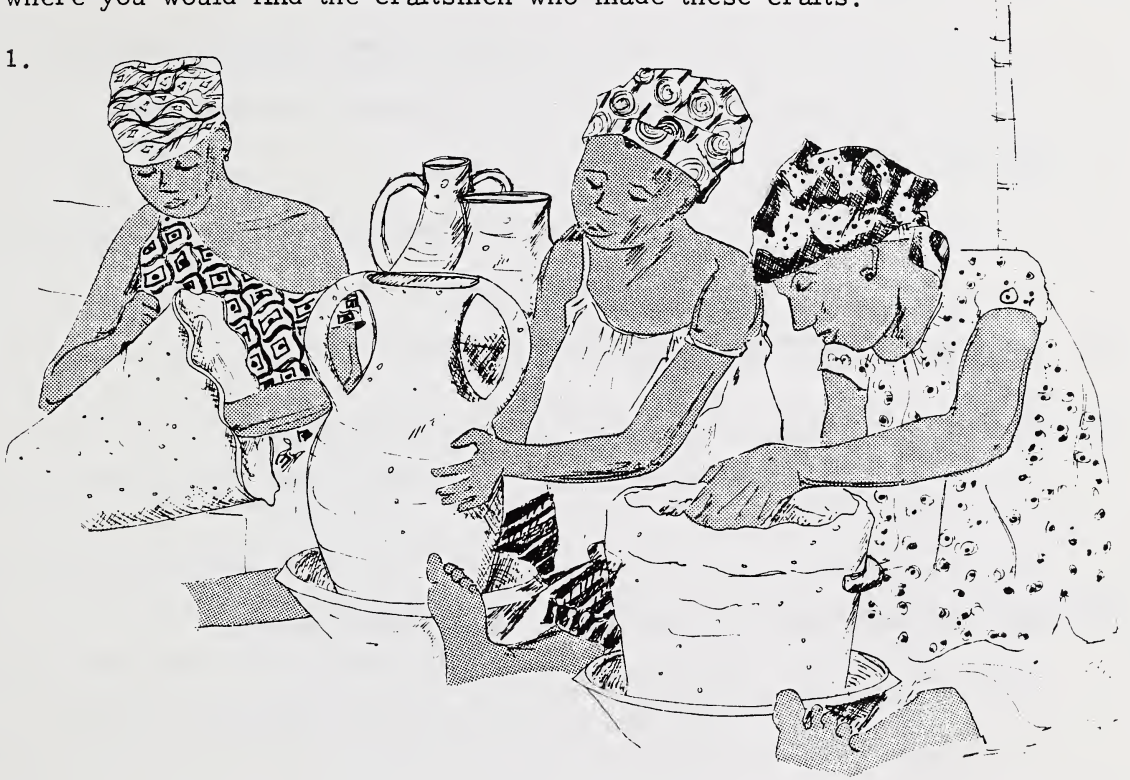


- (d) These trees would be found growing in

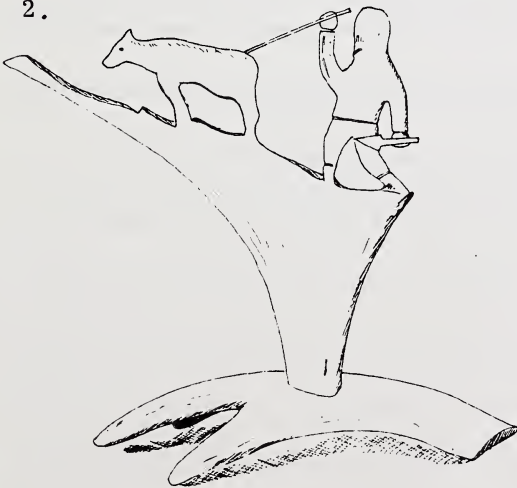
_____.

The pictures on this page show some crafts. Under each picture write where you would find the craftsmen who made these crafts.

1.



2.



3.



4. How is Canadian Inuit craft similar to Yoruba craft?

How is it different?

5. Are markets important to the Yoruba people? _____

6. Tell why the market is important to the Yoruba farmer.

7. Tell why the market is important to the Yoruba woman.

8. Tell why the market is important to the young boy attending university.

The Nigerian people like to sing and dance.

Here are words to a song that is popular in our country and may be heard on your radio station. Perhaps you would like to learn the words.

This song is an African song.

The title of the song is "Kum Ba Yah" which means "Come By Here".

Kumba yah, my Lord, Kumba yah!
Kumba yah, my Lord, Kumba yah!
Kumba yah, my Lord, Kumba yah!
O Lord, Kumba yah.

Someone's crying, Lord, Kumba yah!
Someone's crying, Lord, Kumba yah!
Someone's crying, Lord, Kumba yah!
O Lord, Kumba yah.

Someone's singing, Lord, Kumba yah!
Someone's singing, Lord, Kumba yah!
Someone's singing, Lord, Kumba yah!
O Lord, Kumba yah.

You can make other verses for this song by using words like, dancing, laughing, praying in place of singing, crying.

HEALTH

Underline the word in brackets () that makes each sentence true.

- (a) Boys and girls in Grade 3 (should help, should not help) their parents.
- (b) You should eat some (meat, candy) every day.
- (c) You should sleep at least (7 hours, 10 hours) every night.
- (d) To keep your skin clean you should have a bath at least (once a month, once a week).
- (e) To have good posture you should (slump when you sit, sit tall).
- (f) You can have good posture by (exercising correctly, slumping when you sit).
- (g) Shoes that are too small make you feel (cross, happy).

Do you think you have grown up this year?

Tell me two ways in which you think you have grown up.

N.L.C. - B.N.C.



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